

## Safeguarding and protecting young people (SPYP): policy, case management processes and procedures



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## Introduction

Sport can and does have a very powerful and positive influence on people – especially young people. Not only can it provide opportunities for enjoyment and achievement; it can also develop valuable qualities such as self-esteem, leadership and teamwork. These positive effects can only take place if sport is in the right hands, namely in the hands of those who prioritise the welfare of all children and young people and vulnerable adults and adopt practices that support, protect and empower them.

The National Ice Skating Association (NISA) is committed to working in partnership with all agencies to ensure that information and training opportunities are available to ensure best practice when working with children, young people and vulnerable adults. Adopting best practice will help to safeguard them from actual or potential abuse as well as reducing the likelihood of allegations being made about coaches and other adults in positions of responsibility in Ice Skating.

Whether skating in a local rink or regional club, or representing their region or country, we believe that all children, and vulnerable young people have the right to enjoy their sport safely. Equally their parents or carers need to be confident that their children are respected and kept safe.

This policy and procedure will help you to ensure that you are taking active steps to safeguard and protect the welfare of all children and young people who skate within the provision of NISA.

## About NISA

NISA is recognised by the Sports Councils (UK Sport, Sport England, Scottish Sports Council, Sports Council for Wales and Sports Council for Northern Ireland) as the governing body of ice skating in the UK. It is affiliated to the International Skating Union (ISU), the international governing body for ice skating disciplines.

The National Ice Skating Association of UK (NISA) is one of the oldest governing bodies in the UK, being founded as the National Skating Association of Great Britain (NISA) in February 1879. The NSA took part in founding the ISU.

NISA's current functions can be summarised as follows:

- Membership subscriptions and servicing
- Test systems
- Coach education
- Judge/official education
- Major event management
- World Class programmes

NISA has more than 6,000 members and is responsible for both Figure Skating (singles, pairs, dance and synchronized) and Speed Skating (short track) ice skating disciplines.

More than 70,000 skaters complete the NISA accredited Learn to Skate programme (Skate UK) every year, which is available from the majority of ice rinks across the UK and available for both youngsters and adults. There are currently 10 stages of the Skate UK programme

however a New Skate UK Structure with 8 stages is currently being introduced and is being slowly phased into rinks around the UK. Initially this is to work alongside the current structure (levels 1-10) with a hope to have all rinks fully operational with the new structure (levels 1-8) by early 2015.

NISA is a company limited by guarantee (Registration number 2677064) and is controlled by an elected Board of Directors all of whom work on a voluntary basis for the Association.

## **Section 1 Introduction and overview of safeguarding**

### **Purpose**

NISA has a duty of care, based in law and guidance, in order to safeguard all skaters from abuse. We believe that every person has the right to feel safe and be protected from any situation or practice that could result in him or her being physically or psychologically harmed. It is essential that the people we work with do not feel threatened or abused by anything we say or do and this policy sets out the safeguards we have in place to protect them from abuse. It is also essential that they themselves are aware of the safeguards we have in place and to know where to go should they have concerns of this nature. Every person involved in ice skating has therefore a legal and moral responsibility to protect children and young people from abuse.

NISA is committed to safeguarding the well-being of the children and young people, vulnerable adults, parents, carers, coaches, staff and volunteers who are involved in the organisation. We recognise that children and young people have rights as individuals and should be valued, listened to and treated with respect. All children and vulnerable young people are at risk of abuse and we therefore aim to achieve excellent standards of safeguarding in all areas.

All NISA affiliates and members will:

- accept the moral and legal responsibility to implement procedures to provide a duty of care for young people and vulnerable adults, safeguard their wellbeing and protect them from harm;
- respect and promote the rights, wishes and feelings of young people and vulnerable adults;
- recognise that some young people and vulnerable adults face additional barriers to getting help because of increased vulnerabilities which could include their ethnicity, gender, age, religion, disability, sexual orientation, social background or culture;
- ensure they adopt best practice to safeguard and protect young people and vulnerable adults from abuse and to reduce the likelihood of allegations being made against themselves;
- accept and abide by the Safeguarding Policy and Procedures and the NISA Code of Ethics and Conduct as well as all other policies, procedures and guidance;
- respond appropriately to any complaints about poor practice or allegations of abuse.

We are committed to recruiting staff, coaches and volunteers safely, ensuring all the necessary checks are made. We recognise and promote that all staff and coaches in paid and voluntary positions have a duty to prevent the abuse of children and vulnerable adults and report any safeguarding concerns to the relevant person. NISA will share concerns with agencies that need to know, involving parents, carers / enablers, children and vulnerable adults appropriately.

This document sets out the policy, case management processes and reporting procedures for all staff, coaches or volunteers when engaged in skating activities with children and young people.

Any complaint about the way that NISA has handled a particular safeguarding concern will be logged through our Complaints Policy and addressed by the relevant team.



Jackie Sheldon- NISA Chief Executive

## Scope of policy

All individuals involved in Ice Skating under the jurisdiction of NISA at every level, including skaters, judges and officials, coaches, administrators, support staff, club officials and spectators agree to abide by all NISA policies and procedures. By participating or being involved in Ice Skating, everyone is deemed to accept and agree to those policies which are available through the NISA website or on request.

This policy is mandatory for the sport as a whole and provides guidelines to everyone in Ice Skating, whether working in a professional or voluntary capacity. It is recognised that abuse is a very emotive and difficult subject; however everyone in Ice Skating has a duty of care towards young and vulnerable people and can help to protect them from abuse.

The document is appropriate for UK wide events as NISA operates clubs and rinks across the four nations. For brevity within the document, England only guidance or legislation is quoted; however, where required, you should make sure you are familiar with the comparable material in the other nation country. A summary of the key legislation relating to safeguarding in Wales, Northern Ireland and Scotland is provided in the Appendix.

### Safeguarding vulnerable adults

This policy and procedures is primarily written for the safeguarding of children and young people under 18 years (Scotland – for further information refer to the Definitions and terminology section). It does however; recognise that safeguarding policies and case management processes or procedures are equally relevant to those young people aged 18 years and over, who may be vulnerable under the definition of the relevant nation's guidance or legislation relating to vulnerable adults.

Where principles of good practice apply to both groups, this will be indicated by the terminology used. However, where there are significant differences you should refer to your own nation's guidance or legislation for vulnerable adults.

For example, in England, Wales and Northern Ireland the definition and processes to be adopted are described in guidance entitled, *No Secrets* (2000) (England); *In Safe Hands* (2006) (Wales); *Safeguarding Vulnerable Adults* (2006) (Northern Ireland). In Scotland it is described in *The Adult Support and Protection (Scotland) Act 2007*.

Some of the key differences between the safeguarding of children or vulnerable adults relate to:

- Definitions (please see Section 4)
- Consent, capacity and information sharing
- Lines of reporting or raising an alert
- Local authority relevant services.

## Definitions and terminology

For the purposes of this policy the terms children and young people will be taken to mean a child or an individual under the age of 18 [or 16 in Scotland under *The Children (Scotland) Act 1995*].



In the document the term 'parent' will be used but also refers to carers or guardians. 'Staff' refers to anyone in a paid or voluntary role in Ice Skating. The terms children and young people will be used interchangeably, recognising that in England, Wales and Northern Ireland the age of attaining majority is 18 years. In Scotland the age of majority is 16 years, but certain circumstances may affect this age and you are always advised to seek advice on this.

Vulnerable adult – in England this term is now being replaced by Adult at Risk but continues to be used in the other UK nations.

**Some common NISA abbreviations:**

NISA – National Ice Skating Association

CWO - Club/Rink Welfare Officer

NSPCC – National Society for the Prevention of Cruelty to Children

CPSU – Child Protection in Sport Unit

CRB – Criminal Records Bureau

CSC – Children's Social Care (England)

DBS – Disclosure and Barring Service

LSCB – Local Safeguarding Children Board

LADO – Local Authority Designated Person

DSP – Designated Safeguarding Person

**Legislation and guidance - summary**

NISA's approach to safeguarding is based on the principles recognised within the UK and international legislation and government guidance. The following is a summary of the key legislation in England, relating to safeguarding children and young people, which have been taken into consideration in the development of this policy:

- The Human Rights Act 1998
- The United Nations Convention for the Rights of the Child 1989
- The Children Act 1989
- The Children Act 2004
- The Safeguarding Vulnerable Groups Act 2006 *revised by:*
- The Protection of Freedoms Act 2012
- The Sexual Offences Act 2003
- The Equality Act 2010
- Care Standards Act 2000
- Working Together to Safeguard Children 2013/2015

Please see Section 4 - legislation for more detailed information.

## **Section 2 Safeguarding children and young people**

### **Principles of safeguarding**

The guidance given in the procedures is based on the following principles:

- The welfare of the child and vulnerable adult is paramount.
- All young people and vulnerable adults, regardless of any personal characteristic including their age, gender, ability, any disability they may have, culture, racial origin, religious belief and sexual identity have the right to protection from abuse.
- An adult has a moral and statutory duty for the care, custody and control of any person under the age of 18 under their supervision.
- All incidents of poor practice or suspicions of poor practice and allegations of abuse will be taken seriously and responded to swiftly and appropriately.
- All young people and vulnerable adults have a right to participate in ice skating within an enjoyable and safe environment.
- Young people and vulnerable adults have a right to expect appropriate support in accordance with their personal and social development with regard to their involvement in the sport of iceskating.
- It is the responsibility of the safeguarding experts and agencies to determine whether or not abuse has taken place but it is everyone's responsibility to report any concerns.

### **Responsibilities**

Working in partnership with children, their parents and other agencies is essential for safeguarding. NISA recognises the statutory responsibilities of, and will work in partnership with, the appropriate bodies such as Children's Social Care services, the Police, the Local Authority Designated Officer (LADO) and the Local Safeguarding Children Board (LSCB) to ensure the welfare of children and vulnerable adults.

All those involved in the management of young ice skaters have a duty to ensure that they are:

- allowed access to the rink in a way that is appropriate for their age and ability;
- coached and trained by appropriately qualified people;
- not required to skate in too many competitions, or to attend training sessions, as to become a threat to their wellbeing;
- not subjected to verbal or racial abuse from any source, especially from the coaches and spectator gallery, including references to height, weight etc.;
- not subjected to bullying, threats or undue pressure from any source;
- encouraged to achieve their full potential at all levels;
- instructed on how to behave, both on and off the rink;
- afforded respect and privacy in a competition and training situation and any other ice skating environment.

### **Recognition of abuse**

#### **Introduction to the 4 'Rs'**

This section will help you to identify concerns of abuse or harm of children or young people and then take you through the stages of recognition and responding to concerns that you

may have about them, or about others involved in their care or supervision. Material in Sections 3 and 4 will assist with this.

Abuse, particularly sexual abuse, can generate strong emotions in those having to deal with such an allegation. It is important to understand these feelings and not allow them to interfere with your judgment about what action to take. Abuse can occur within many situations including the home, school and the sporting environment. Some individuals will actively seek employment or voluntary work with young people and vulnerable adults in order to harm them.

A teacher, coach, support staff or club volunteer may have regular contact with young people and be an important link in identifying cases where protection is needed. All cases of poor practice or alleged abuse should be reported following the guidelines in this document. When a person enters a rink having been subjected to abuse outside the sporting environment, sport can play a crucial role in improving the person's self-esteem. In such instances the club/coach must work with the appropriate agencies to ensure the young person receives the required support.

The purpose of the 4 'Rs' model is to introduce you to the four key processes to be followed in all instances of concern about a child or young person.

1. **Recognition** – this is the ability to recognise and identify signs and indicators of harm as they are defined in guidance and as they may present during NISA events or activities.
2. **Responding** – this is the knowledge and confidence to know to whom to report any concerns within the relevant timescales.
3. **Referral/reporting** – this refers to the knowledge about the local authority services to whom concerns of abuse or harm should be referred.
4. **Recording** – this refers to the importance of prompt recording at all stages of your involvement in a safeguarding incident.

Each of these stages is explained in detail.

## 1. Recognition of abuse

You may become aware of possible harm or abuse to a child in a number of ways:

- A child may disclose present or historical (past) abuse to you or a colleague
- A member of staff or coach may become suspicious that a child is being abused
- You may become suspicious about the behaviour of a colleague
- A child or young person may disclose that they are being abused by someone within the organisation, either an adult or a young person
- You may become aware of children/young people abusing one another.

You all have a duty to act on any concerns you have and must not ignore or trivialise them. They must be treated seriously.

Whilst it is not your role to 'diagnose' abuse or harm (this is a job for the experts) it is every individual member of staff's responsibility to take whatever steps are necessary to ensure that any matters of concern are referred to the appropriate person in accordance with this policy. If the nature of the case makes this difficult, you should consider using the organisation's Whistleblowing Policy and/or your HR department.

In all instances, even though you may be able to deal competently with the situation, you **must** inform the person in charge of the club or rink. This person may hold the role of what is called 'designated person' (you will read more about this role later in this Section) and they are the person to whom you should report concerns or ask advice

### Poor practice

Sometimes, your concerns may relate to poor practice, where an adult's or another young person's behaviour is inappropriate and may be causing distress to a child or young person. In the application of this policy, poor practice includes any behaviour which contravenes NISA Code of Conduct or brings the sport into disrepute, or which infringes an individual's rights. Any behaviour which causes harm or abuse or which fails to fulfill the duty of care should be regarded as possible signs of abuse or harm and the reporting procedure should be followed.

Examples of poor practice towards skaters, which should never to be sanctioned include:

- use of excessive, physical or humiliating punishments;
- failure to act when you witness possible abuse or bullying;
- being unaware of, or breaching, any NISA policy such as the Code of Ethics and Conduct;
- spending excessive amounts of time alone with young people away from others;
- inviting or allowing young people into your home where they will be alone with you;
- engaging in rough, physical or sexually provocative activity, including so called horseplay;
- allowing or engaging in any form of inappropriate touching;
- allowing young people to use inappropriate language unchallenged;
- making sexually suggestive comments even in fun;
- reducing a person to tears as a form of control;
- allowing allegations made by a young person to go unchallenged, unrecorded or not acted upon;
- doing things of a personal nature for young people that they can do for themselves;
- sharing a bedroom with a young person you are not related to, even with parental permission.

**You can read more about these areas in [Section 3](#).**

**Note** Some athletes may require assistance with personal care due to being very young or disabled. If a young person needs this level of support it should be made clear to their parent/s that this can only be carried out by a designated carer and not by the coach. Even if the coach is trained in carrying out personal care tasks, this compromises their role as coach and places them and the young person in a vulnerable position. These support arrangements should clearly be in place and agreed to by all parties prior to the activities commencing.

If any of the following incidents should occur, you should report them immediately to the Safeguarding Lead Officer and make a written record of what you have done, seen or heard. Parents should also be informed of the incident if:

- you accidentally hurt a skater;
- he/she seems distressed in any manner;
- a skater appears to be sexually aroused by your actions;
- a skater misunderstands or misinterprets something you have said or done.

## What is abuse?

Somebody may abuse a young person by inflicting harm, or by failing to act to prevent harm. Young people may be abused in a family or in an institutional or community setting by those known to them or, more rarely, by a stranger.

The effects of abuse can be extremely damaging and if untreated, they may follow a person into adulthood. For example, a person who has been abused as a child may find it difficult or impossible to maintain stable, trusting relationships, become involved with drugs or prostitution or attempt suicide. On the other hand, possibly with help and support, many young people are able to move on with their lives and to deal with the after-effects of their experiences.

## Definitions of child abuse

The definitions below are taken from *Working Together to Safeguard Children - A guide to inter-agency working to safeguard and promote the welfare of children* Department for Education (2013). In addition, examples of how these concerns may arise within ice skating activities are given.

Abuse and neglect are forms of maltreatment of a child. Somebody may abuse or neglect a child by inflicting harm, or by failing to act to prevent harm. Children may be abused in a family or in an institutional or community setting, by those known to them or, more rarely, by a stranger for example, or via the internet. They may be abused by an adult or adults, or another child or children.

**Physical abuse** – Physical abuse may involve hitting, shaking, throwing, poisoning, burning or scalding, drowning, suffocating, or otherwise causing physical harm to a child. Physical harm may also be caused when a parent or carer fabricates the symptoms of, or deliberately induces, illness in a child.

**Examples of physical abuse in ice-skating could be handling a child deliberately roughly or hitting a child as a means of control or punishment.**

**Emotional abuse** - Emotional abuse is the persistent emotional maltreatment of a child such as to cause severe and persistent adverse effects on the child's emotional development. It may involve conveying to children that they are worthless or unloved, inadequate, or valued only insofar as they meet the needs of another person. It may include not giving the child opportunities to express their views, deliberately silencing them or 'making fun' of what they say or how they communicate. It may feature age or developmentally inappropriate expectations being imposed on children. These may include interactions that are beyond the child's developmental capability, as well as overprotection and limitation of exploration and learning, or preventing the child participating in normal social interaction. It may involve seeing or hearing the ill-treatment of another. It may involve serious bullying (including cyber-bullying), causing children frequently to feel frightened or in danger, or the exploitation or corruption of children. Some level of emotional abuse is involved in all types of maltreatment of a child, though it may occur alone.

**Examples of emotional abuse in ice-skating could be repeatedly humiliating or belittling a child when they make a mistake or setting them exercises that are above their age and ability and making them feel worthless when they fail.**

**Sexual abuse** – Sexual abuse involves forcing or enticing a child or young person to take part in sexual activities, not necessarily involving a high level of violence, whether or not the

child is aware of what is happening. The activities may involve physical contact, including assault by penetration (for example, rape or oral sex) or non-penetrative acts such as masturbation, kissing, rubbing and touching outside of clothing. They may also include non-contact activities, such as involving children in looking at, or in the production of, sexual images, watching sexual activities, encouraging children to behave in sexually inappropriate ways, or grooming a child in preparation for abuse (including via the internet). Sexual abuse is not solely perpetrated by adult males. Women can also commit acts of sexual abuse, as can other children.

**Examples of sexual abuse in ice-skating could be a coach developing a sexual relationship with a young person, touching a young person in a sexually inappropriate way or targeting a child through text or social networking in order to form an inappropriate relationship with them.**

**Neglect** – Neglect is the persistent failure to meet a child’s basic physical and/or psychological needs, likely to result in the serious impairment of the child’s health or development. Neglect may occur during pregnancy as a result of maternal substance abuse. Once a child is born, neglect may involve a parent or carer failing to:-

- provide adequate food, clothing and shelter (including exclusion from home or abandonment)
- protect a child from physical and emotional harm or danger
- ensure adequate supervision (including the use of inadequate care-givers), or
- ensure access to appropriate medical care or treatment.

It may also include neglect of, or unresponsiveness to, a child’s basic emotional needs.

**Examples of this in ice-skating could include overtraining a young athlete to the extent that they are very dehydrated or placing a child at risk of harm through making them train on an injury.**

#### **Definitions of abuse of vulnerable adults or adults at risk**

The definitions of abuse of adults at risk (England) are described in *No Secrets – Guidance on developing and implementing multi-agency policies and procedures to protect vulnerable adults from abuse* (Department of Health 2000) and can be found in **Section 4**.

The definitions and categories in Wales, Northern Ireland and Scotland can be found using the links identified in the Appendix.

#### **Related issues**

In addition to the above categories, there are other forms of harm or abuse that whilst not constituting ‘abuse’ within national guidance, should involve the police and other organisations working together to intervene under safeguarding policies and procedures to ensure a robust and timely response. These include:

- Bullying
- Sexual exploitation
- Hate crimes
- Abuse in domestic settings
- Honour based violence

- Forced marriage
- Human trafficking
- Exploitation by radicalisers who promote violence
- Membership of gangs inclined to use violence.

Many of these areas are addressed in your local multi-agency child or vulnerable adult safeguarding procedures. You may feel that these situations are so unlikely to arise that you would never be required to respond. However, it is as well to be aware of these other related areas, just in case your suspicions are raised.

**Bullying**, for example, is one of the most frequently reported causes of abuse or harm for children and young people, and you may find that you observe situations where a young person appears to be being bullied. You can find a detailed description of how to identify and respond to bullying in **Section 3** of this document.

### **Signs and indicators of abuse**

Indications that a young person may be being abused whilst attending ice skating activities or events may include the following:

- unexplained or suspicious injuries such as bruising, cuts or burns, particularly if situated on a part of the body not normally prone to such injuries;
- an injury for which the explanation seems inconsistent;
- the young person describes what appears to be an abusive act involving him/her;
- someone else (a young person or adult) expresses concern about the welfare of another;
- unexplained changes in behaviour (e.g. becoming very quiet, withdrawn or displaying sudden outbursts of temper);
- inappropriate sexual awareness;
- engaging in sexually explicit behaviour;
- sudden or unusual distrust of adults, particularly those with whom a close relationship would normally be expected;
- having difficulty in making friends;
- being prevented from socialising with other young people;
- displaying variations in eating patterns including overeating or loss of appetite; or a sudden weight change;
- becoming increasingly dirty or unkempt.

It should be recognised that this list is not exhaustive and the presence of one or more of the indicators is not proof that abuse is actually taking place. A good working relationship with parent/guardians will help to identify any other concerns that a young person may be experiencing, e.g. a family bereavement, which could cause some of the changes listed above.

**Remember it is not the responsibility of those working in ice skating to decide if child abuse is occurring but it is their responsibility to act on any concerns by reporting them.**

### **Additional vulnerabilities**

There are a number of reasons why a child may be additional vulnerable to abuse, for example, their ethnicity, gender, sexuality, religion or disability. Adults working with children need to be aware of issues of this so that they can work to counteract and challenge oppressive or abusive behaviour towards these children. These issues will specifically be addressed through our Codes of Ethics and Conduct (see Appendix 7).

### **Deaf and disabled children**

Deaf or disabled children have the same rights to protection as any child but research suggests they are up to 4 times more vulnerable to abuse than non-disabled children, because they may be dependent on others for practical assistance and intimate care as well as having impaired capacity to resist, avoid, understand or report abuse.

Although the great majority of carers have the child's best interests at heart, some will use their vulnerability as an opportunity to abuse. Sometimes it may be difficult to tell that a disabled child is being abused as people might think a child is behaving differently because of his or her disability - not realising that they are being abused.



## 2. Responding

As you read above, safeguarding concerns can arise in a variety of ways. Concerns may be about a child in the sport's setting or about risks to a child in their family or community which is identified through their participation in sport.

Although it is the least likely way in which concerns usually arise, occasionally reported concerns to staff, coaches or volunteers in sports bodies arise from a child actually telling someone directly about abuse or bullying. This is called a direct disclosure. A child may choose you as someone that they trust to talk to about their experiences so it is important to be prepared for the possibility that this may happen to you.

### **Barriers to responding and reporting (for children and for staff and volunteers)**

There are however a number of barriers to children or young people disclosing abuse or harm and these can be very powerful. It is important that you are aware of them in order to understand the importance if and when a child confides in you.

In addition, there are often powerful barriers to you – the adult – listening and responding appropriately. Imagine if you are about to go home and have an important engagement or appointment – it would be very tempting to disregard what the young person is saying and hope that someone else will deal with it.

### **Barriers for children**

They often don't tell because they:

- are scared because they have been threatened;
- are scared because they fear what will happen next;
- are afraid they won't be believed;
- are ashamed or embarrassed;
- are dependent for their primary care needs on the person implicated in the abuse;
- may not want the abuser to get into trouble;
- may not have adequate language, vocabulary or understanding to describe what has happened;
- may think it is normal.

### **Barriers for adults**

Experience of professionals who work in this field has shown that there are many barriers that individuals often have to overcome before taking appropriate action when faced with having to deal with a concern. Personal initial reactions are commonly:

- shock or disbelief;
- fear or denial;
- a fear of getting it wrong;
- not believing the young person;
- fear of over or under reacting and making the situation worse;
- it is a reminder of similar past personal experiences;
- anxiety about jeopardising existing relationships, for example with parents.

Supervision and training can help prepare staff for this and all staff need to know and be clear about what to do and who to contact.

## Responding to a child or young person

It is always difficult to hear about or witness harm or abuse experienced by a child or young person. The following points will be helpful for both you and the child should they choose to disclose abuse to you:

- Stay calm.
- Listen carefully to what is said and try not to interrupt.
- Find an appropriate point early on to explain that it is likely that the information will need to be shared with others – **do not promise to keep secrets**.
- Allow them to continue at their own pace.
- Ask questions for clarification only, and avoid asking questions that suggest an answer (leading questions).
- Reassure them that they are not to blame and have done the right thing in telling you.
- Ask them for their permission to inform appropriate others and explain why: that it is for their own protection and the protection of others. If they refuse permission (and are of an age to make decisions for themselves in some areas) you still need to discuss this with the designated person who will make an assessment of whether there is an over-riding public responsibility to share the information.
- In light of this, tell them what you will do next and with whom the information will be shared. If they are adamant that they do not wish the information to be shared, explain that you will have to tell your club manager, welfare officer or designated person and that it will be discussed further with them.
- Be aware of the possibility of forensic evidence if the disclosure relates to a recent incident of physical or sexual harm or injury and try to protect any supporting materials e.g. bedding or clothing.
- Record in writing as soon as possible, using their words as closely as possible and using the NISA report form. Note date, time, any names mentioned, names and addresses to whom the information was given and who else is aware of the allegation. Note or describe clearly any visible injury.
- Contact your club manager, welfare officer and/or the designated person.

## Actions to avoid

The person receiving the disclosure should not:

- Panic or allow their shock to show.
- Ask questions other than to clarify enough information to act.
- Speculate or make assumptions.
- Make promises or agree to keep secrets.
- Make negative comments about the alleged abuser.
- Approach the alleged abuser.
- Discuss the allegations with anyone who does not have a need to know.
- Take sole responsibility.
- Delay in reporting the concerns.

## Communication difficulties

It should be noted that not all young skaters and vulnerable adults are able to express themselves verbally. Communication differences or difficulties may mean that it is hard for them to explain or be understood. Sometimes it is difficult to distinguish the signs of abuse from the symptoms of some disabilities or conditions, in relation to the nature of an individual's impairment. However, the welfare of the child is paramount and where there are concerns about the safety of a young skater, record what has been observed in detail and follow the procedures to report these concerns.

### **Allegations of previous abuse**

Allegations of abuse may be made some time after the event (e.g. by a young person or an adult who were abused as young children but felt unable to say anything at the time). Where such an allegation is made, the club/rink must follow the reporting procedures because other children, either within or outside sport, may still be at risk from the alleged perpetrator.

### **Ice skating in coaching classes and schools**

When delivering activities in a class or school or directly under the supervision/management of coaching staff, the school's arrangements for child protection will apply. You must inform the designated teacher or person for that school, who will follow the Local Safeguarding Children Board (LSCB) procedures. You should also ensure that you inform your Club/Rink Welfare Officer (CWO) who will need to make the NISA Safeguarding Lead Officer (SLO) aware of the situation.

### **Allegations outside ice skating**

If a person with a role in ice skating is the subject of relevant allegations outside of the ice skating environment, for example through their job as a teacher/coach, NISA may still be informed by the statutory services even if the allegations do not directly involve ice skating. This is to ensure that the welfare of young people and vulnerable adults remains the paramount concern. An individual may be suspended from their role in ice skating whilst the investigation is conducted – this should be seen as a neutral act to protect all involved.

### **Allegations about a member of staff**

NISA is committed to the safeguarding and promoting of the welfare of all children and young people using its clubs, rinks, events or activities and this includes the possible abuse or exploitation by its staff or volunteers. We have whistle-blowing procedures in accordance with the Public Interest Disclosure Act 1998 and this area is also covered in the Code of Conduct.

Before you report an incident you need to clarify the precise nature of the allegation that you are reporting. Where the allegation is about a member of staff or volunteer, this should be reported to the Club/Rink Welfare Officer and/or the designated person, and the NISA Lead Safeguarding Lead Officer (SLO)

Any allegation should then be reported by the designated person directly to the local authority children's social care safeguarding manager or the police, if it is believed that a crime has been committed. The title of the local authority safeguarding manager will vary across authorities or across England, Wales, Scotland or Northern Ireland, but in England is known as the LADO. You will read more about this role in Section 3. This person will make the decisions about informing members of the child's parents or carers.

If the allegations are of a nature to suggest that a child is at risk of harm or abuse, then the volunteer or member of staff will be suspended from duty pending the outcome of the investigation. Suspension is not a disciplinary procedure but is intended to allow time for proper enquiries to be made. It does not imply that the volunteer or staff member is guilty of the allegation or an offence.

Support and information will be provided for a volunteer or member of staff who has been suspended pending an investigation. There may be three strands in the consideration of an allegation: a police investigation of a possible criminal offence; enquiries and assessment

about whether a child is in need of protection or in need of services; and consideration by an employer of disciplinary action in respect of the employed individual. In the case of a volunteer, the results of an investigation may be passed to the Disclosure and Barring Service (DBS) – see **Section 3**.

The SLO within NISA should be aware of the disciplinary procedures and of the rights of the employee or volunteer, as well as the organisation's responsibility for the child or young person. He or she must liaise with Human Resources to ensure that they are following internal policies and procedures.

All staff and volunteers should be aware of NISA's whistle-blowing procedure to enable them to share, in confidence with the SLO, concerns they may have about a colleague's behaviour.

### **Abuse or bullying by another child or young person**

Many children or young people experience disagreements or arguments with one another from time to time and on occasions may suffer the occasional slight injury. It is often a matter of judgement by club or rink coach, staff or volunteers on duty, to determine whether an injury sustained by a child as a result of action by another, constitutes abuse or harm.

A physical (or other) injury must be reported where it is the result of an abusive action. The injury should be regarded as an incident and should be recorded.

In any situation where it is believed that a child is being sexually abused by another child (or vulnerable adult), a referral must be made to the local authority child and adult social care services, following the same procedures as before.

NISA is committed to the elimination of all forms of bullying and harassment. It is the right of each child using NISA club or rink activities to be free of fear of bullying or victimisation of any kind, including sexual, racial, and religious or disability harassment, or cyber bullying through mobile phones or the internet social network sites. (See **Section 3** for further information)

Careful consideration needs to be given as to whether peer-to-peer abuse requires investigation under the procedures and specialist advice should always be sought where this is a possibility.

### 3. Reporting/referring concerns of abuse

Safeguarding concerns may be incidents of minor poor practice, serious or repeated poor practice or actual abuse. The suggestion that a child or young person has/is being abused can evoke strong emotions. It can be very difficult to hear suspicions or allegations but it is important that concerns are acted on and reported to the appropriate authorities to deal with in a timely manner.

Sometimes concerns will involve individuals operating within ice skating (e.g. coaches, volunteers or other skaters) and sometimes they will involve issues that have occurred outside of the sport (e.g. at home, school or in the wider community). In either case where you are concerned about a child's welfare this should be reported to the Club/Rink Welfare Officer (CWO) or Safeguarding Lead Officer (SLO). These roles carry a responsibility as the Designated Safeguarding Person (DSP) within NISA and are outlined below.

***Remember it is not for you to decide if abuse has taken place but you are responsible for reporting the concerns.***

Reporting flowcharts can be found in Appendix 4.

#### Roles and responsibilities

##### Club/Rink Welfare Officer (CWO)

The club/rink Welfare Officer is the person appointed at club/rink level and provides the essential point of contact for welfare within the club/rink. The CWO is the person who has responsibility for receiving and acting upon concerns reported to them within the club setting. The club/rink Welfare Officer should be selected for their skills and knowledge, such as being able to handle safeguarding matters in an appropriate and confidential manner. They should be approachable for any concerns regarding safeguarding and be appropriately supported by other members of the club/rink. The CWO will report concerns to the SLO and offer advise at a club level where safeguarding concerns have arisen.

Along with the club committee and rink management, the Club/Rink Welfare Officer should ensure that the club is adopting and implementing the safeguarding policy. Clubs are advised to ideally have two Club/Rink Welfare Officers, with at least one not holding a coaching position or being related to a coach at the club/rink.

##### NISA Safeguarding Lead Officer (SLO)

Every sports organisation should designate a person to promote the welfare of children and vulnerable adults within the sport. The role includes liaising with the DBS recruitment process, co-ordinating the dissemination of relevant safeguarding policies, procedures and resources as well as supporting Club/rink Welfare Officers in their roles. The SLO also provides support for the NISA board, as well as managing the administration of cases of poor practice/abuse within the sport and contribution to the Case management panel when cases arise. This includes being the central point of contact for enquiries such as from complainants, the LADO, Children's Social Care and/or the Police.

The SLO is the NISA national lead for receiving and acting upon concerns of a safeguarding nature. This person will receive concerns about:

- unacceptable behaviour of a member of staff or volunteer towards a child;
- unacceptable behaviour towards a child by someone within a club setting;
- concerns of a serious or significant nature;

- any concerns arising outside of a club situation, such as privately owned and run Ice rinks;
- any concerns outside the scope of the CWO.

See appendix 5 for full role description.

## **Statutory Agencies**

### **Children's Social Care (previously known as the Social Services)**

Children's Social Care (previously known as the Social Services) have a duty to ensure the welfare of children and a legal responsibility to make enquiries where a child in their area is considered to be at risk of, or actually suffering from, significant harm. Where an allegation relates to a crime against a child, the Police and Children's Social Care will work together to investigate. Usually the LADO is involved throughout to ensure information is shared with those who need to know.

### **Police**

The Police have specialist units who are trained to investigate allegations of child abuse, where there is a concern about the possibility of a crime having been committed. They will work in partnership with Children's Social Care where they are informed about a concern about a child.

### **MASH**

In some areas statutory agencies have created a Multi-Agency Safeguarding Hub which is the single point of contact for receiving information about concerns about a child.

### **Local Authority Designated Officer (LADO)**

The LADO works within Children's Services and will be involved in coordinating information sharing in cases in which it is alleged that a person who works with children in a position of trust (including as a volunteer) has:

- behaved in a way that has harmed, or may have harmed a child;
- possibly committed a criminal offence against children, or related to a child;
- behaved towards a child or children in a way that indicates s/he is unsuitable to work with children.

Ideally their contact details should be recorded within the clubs child protection policy and procedures to ensure they are accessible to all club members if needed. Where someone has concerns relating to anyone who holds a position of trust or responsibility with young people, these should be discussed with the LADO.

### **Local Safeguarding Children Boards (LSCBs)**

Every local authority has a LSCB which is designed to ensure all agencies involved in safeguarding children work together effectively. They provide local inter-agency guidelines for the procedures that should be followed in cases of actual or suspected child abuse. The roles and responsibilities of LSCBs and the agencies that are represented on them are set out in the government guidance Working Together to Safeguard Children (2015).

## Reporting/referral procedure when a safeguarding concern arises:

Even if you are unsure about how serious your concerns about a young person may be, you should contact your CWO or NISA SLO to discuss this as soon as possible. The CWO or SLO will decide if your concerns warrant further action and this may lead to a further discussion with someone from the Local Authority Children's Social Care.

If the child requires emergency medical attention, contact the emergency services and inform them that this may be a safeguarding concern.

If the CWO or SLO are not available contact Children's Social Care or the Police for advice and inform the CWO or SLO at the earliest opportunity.

The precise procedures for making a referral to the local authority may vary across the four nations or even within geographical areas, so the CWO, SLO /designated person should make sure they are familiar with particular locality procedures and contact details.

### Actions to be taken:

- Inform the CWO or SLO as soon as possible.
- Record all information using the Incident Referral Form. See appendix 11 for the template form.
- If following discussion it is believed that a referral should immediately be raised with children's social care, this should be done by the CWO or SLO who will respond in the role of the designated person.
- Children's social care will advise about contacting parents and/or about informing the alleged perpetrator. **This is not your role.**
- In cases of minor poor practice within a club, the SLO will advise the club on how to manage the situation.
- In cases of serious or repeated poor practice or suspected abuse the SLO will also discuss the issue with the **Case Management Panel (CMP)**. This does not however, preclude reporting abuse to the appropriate authorities. The role of the CMP is described below.
- If the allegation involves a coach, an official within skating or any other adult in a position of trust, this should also be referred to the Local Authority Designated Officer (LADO) by the SLO.

### Case Management Panel

NISA has in place a safeguarding Case Management Panel (CMP). The group will be made up of the Lead Safeguarding Officer, the CEO, and others with specific expertise where necessary. **See Section 3 for further information.** Its role is to:

- Make a decisions about the action that needs to be taken to safeguard the child/ren involved and the 'route' the case should take.
- To make a decision about temporary suspension of staff/volunteers where serious concerns have arisen.
- Monitor the progress of safeguarding cases.
- To inform NISA disciplinary processes.
- To identify and disseminate learning from cases.

**Please read the following in conjunction with the Terms of Reference (TOR) in Appendix 6.**

NISA's internal investigations should wait until police or children's social care enquiries have been concluded.

All decisions or recommendations will be made on the principle that **the welfare of the child is the paramount consideration**. In reaching a decision, NISA will consider all relevant information, including information from statutory agencies, irrespective of whether or not a criminal conviction has been secured.

Where a member of the Case Management Panel or the Board has a formal connection or relationship with an individual or a risk featured in a serious concern, this is required to be acknowledged and arrangements made for the case management panel member or board member to play no part in the subsequent safeguarding or disciplinary proceedings.

The NISA board may be provided with anonymised updates on cases which are being managed but cases should be confidential and only shared on a strict need to know basis.

Each case will be considered by the Case Management Panel based upon the actual or potential risk of harm to a child or children.

Decisions about the level of risk an individual poses to children within NISA will be made on the balance of probability.

The following action should be taken:

- In all cases of serious or repeated poor practice or suspected abuse statutory agencies should be contacted.
- Following advice from statutory agencies, the person subject to the allegation will be advised of the receipt of a report in line with NISA's disciplinary policy and procedures. There may be situations where this is delayed where statutory agencies believe that this may put a child or children at further risk of abuse and where evidence may be lost or destroyed - such as when sexual abuse allegations are being investigated
- The CMP will advise the club whether it has decided to temporarily suspend the person (without prejudice) pending further statutory agency and/or internal enquiries, investigations and risk assessments. The CMP will inform the area/club/affiliated organisation as necessary.
- Information will be shared in line with the NISA information sharing policy.
- Once all inquiries have been completed the person subject to the allegation may be provided with copies of all relevant reports made to the CMP, depending whether disclosure of the information may put someone else at risk. You should consider data protection principles
- The person subject to the allegation will be asked to provide a written explanation supported, if he or she wishes, by further representations, references or testimonials from those whose knowledge of the person is relevant.
- If NISA decides that the appropriate threshold has been met, a disciplinary hearing will be convened in line with NISA processes.

Possible outcomes following the initial Case Management Panel discussion could be:

- No further action.
- Gathering further information.
- Referral to or consultation with statutory agencies.
- Temporary suspension.



- Initiation of internal investigation and/or process.
- Disciplinary hearing which may result in: expulsion from the sport and possible referral to the DBS.
- Recommendation for training, support or supervision.
- The Case Management Panel may decide that in the best interests of the child or the parties involved that an issue relating to a safeguarding or child protection disciplinary case or an appeal may be referred to the National Safeguarding Panel (NSP) c/o Sport Resolutions (UK).<sup>1</sup>

**Details of NISA’s disciplinary processes, including timescales, appeals etc. can be found on the NISA website.**

### **Dealing with the aftermath of abuse**

Dealing with a disclosure or suspicion of abuse can be distressing for all concerned. Whilst the priority must be the welfare and safety of the child, it is also important to make sure that any member of staff, coach or volunteer has the right to advice, support or debriefing following any involvement in a case of child abuse for example as the subject of a concern, a whistle-blower, or witness.

The CMP and/or the SLO should give consideration to what support may be appropriate to young people and others affected such as parents and members of staff. Use of helplines, support groups and meetings will maintain an open culture and help the healing process. Thought should also be given about what support may be appropriate to the alleged perpetrator of the abuse.

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<sup>1</sup> Sport Resolutions (UK) (a trading name of The Sports Dispute Resolution Panel Ltd – Company No. 3351039) in accordance with the NSP Rules, as amended from time to time.

## 4. Recording

### Recording of any incident

Recording of **any** incident should initially follow this procedure. In all situations, including those in which the cause of concern arises either from a disclosure of abuse or from suspicion of abuse, it is vitally important to record the details, regardless of whether they are shared with a statutory agency, as soon as possible using the Incident Referral Form at Appendix 11.

An accurate note should be made of the following information:

- Name of person reporting the incident
- Date, time and location of the incident, disclosure or suspicious conversation or observation
- Name, age and any impairment of the individual about the child/children concerned
- Any information you have about relevant adults who are involved in the concern
- Parties who were involved, including witnesses
- What was said, seen or done and by whom
- Whether consent to share information has been given and if not, whether there is an over-riding public concern about safety of the individual or others
- Distinguish between facts and opinions
- Name of the designated person, whether they have been contacted, and when. If not, has the on-call manager been informed?
- Immediate actions taken
- Who else has been informed or should be informed
- Whether a staff member or volunteer is involved in the allegation and any further action, e.g. suspension
- Where relevant, reasons why there is no referral to a statutory agency
- What support is required and has been offered to the child or vulnerable adult, the volunteer or member of staff involved.

The record should be clear and factual as it may be needed by child or adult protection agencies and may, in the future, be used as evidence in court. Records should be kept securely and shared only with those who need to know about the incident.

Throughout the process of any safeguarding cases, accurate records should be made and maintained.

### Confidentiality

Some children or young people may seek to speak to club coaches, staff or volunteers in confidence about harm or abuse. Staff must understand that it is not possible to give young people absolute guarantees of confidentiality because they would be unable to take steps to protect them or others. It is particularly difficult if the coach or staff member has a good relationship with the young person and worries that this might be jeopardised by passing on information.

Personal information acquired in the course of being involved in sport with children and young people can be regarded as confidential. However, information that relates to potential or actual harm to children or young people must be passed on in line with the NISA information sharing guidance.

Every effort should also be made to ensure that confidentiality is maintained with information shared on a 'need to know basis' only. This includes but is not limited to the following people:

- the Club/Rink Welfare Officer;
- the parents of the person who is alleged to have been abused (*only following advice from SLO and/or Children's Social Care*);
- Children's Social Care/police;
- NISA SLO and NISA Chief Executive ;
- the alleged abuser (and parents if the alleged abuser is a young person) *but only following advice from SLO and/or Children's Social Care.*

## Information sharing and data protection

Information should be stored in a secure place with limited access to designated people, in line with data protection laws (e.g. that information is accurate, relevant and secure).

The seven golden rules of information sharing are:

- 1. Remember that the Data Protection Act is not a barrier to sharing information** but provides a framework to ensure that personal information about living persons is shared appropriately
- 2. Be open and honest** with the person (and/or their family where appropriate) from the outset about why, what, how and with whom information will, or could be shared, and seek their agreement, unless it may put them or someone else at risk or inappropriate to do so.
- 3. Seek advice** if you are in any doubt, without disclosing the identity of the person where possible.
- 4. Share with consent where appropriate** and, where possible, respect the wishes of those who do not consent to share confidential information. You may still share information without consent if, in your judgement, that lack of consent can be overridden in the public interest. You will need to base your judgement on the facts of the case.
- 5. Consider safety and well-being:** Base your information sharing decisions on considerations of the safety and well-being of the person and others who may be affected by their actions.
- 6. Necessary, proportionate, relevant, accurate, timely and secure:** Ensure that the information you share is necessary for the purpose for which you are sharing it, is shared only with those people who need to have it, is accurate and up-to-date, is shared in a timely fashion, and is shared securely.
- 7. Keep a record** of your decision and the reasons for it – whether it is to share information or not. If you decide to share, then record what you have shared, with whom and for what purpose.

## Monitoring and Evaluation

The CMP will review all cases routinely and report to the NISA Board, to see if changes need to be made to policies/ procedures or that lessons can be learnt. All involved in a case will have an opportunity to provide feedback so procedures can be continually improved.

### **Section 3 Promoting good practice**

The following sections provide in greater detail, information and guidance relating to best practice in the area of safeguarding. The principles mostly apply to children, young people and to vulnerable adults and are relevant across the four UK nations, whilst respecting differences in law and guidance. Detailed information should always be sought from each nation.

#### **Equity (link to Equity Policy) to be added**

NISA is fully committed to the principles of the equality of opportunity. It is responsible for ensuring that no job applicant, employee, member or volunteer receives less favourable treatment, on the grounds of age, colour, disability, ethnic minority, parental or marital status, nationality, religious belief, social status or sexual preference.

The Association will ensure that there is open access for all those who wish to participate in the sport and that they are treated fairly.

The Association promotes inclusion and is required by law not to discriminate against its employees and recognises its legal obligations under the following acts:

- The Human Rights Act 1998
- Equal Pay Act 1970
- Rehabilitation of Offenders Act 1974
- Sex Discrimination Act 1975
- Dec 2003 Employment Equality (Sexual Orientation) Regulations 2003
- Employment Equality (Religion and Belief) Regulations 2003
- Equality Act 2010

The Association acknowledges that discrimination can be either direct or indirect. Direct discrimination relates to treating one person less favourably than another. Indirect discrimination occurs when a condition is applied equally to all, but has a detrimental effect to a particular group and cannot be justified.

Harassment is any form of unwanted or unwelcome behaviour which includes mildly unpleasant remarks, inappropriate conduct, or physical violence. It may be of a sexual or racial nature, or it can be directed towards people because of their age, sexuality, a disability or some other characteristics.

All people have the same rights to be safeguarded from abuse but it should be recognised that some children may face additional vulnerabilities and extra barriers to getting help. This could be because of their personal characteristics such as race, gender, age, religion, disability, sexual orientation, social background or culture. There should be awareness that these characteristics may mean that they are at greater risk of abuse because of prejudice, discrimination, reduced ability to resist or report abuse, communication barriers or myths based on stereotypes.

## General code of good conduct

All personnel should be encouraged to demonstrate exemplary behaviour in order to protect young people and to reduce the likelihood of allegations being made. Individuals should be required to comply with the relevant sections of the NISA Code of Ethics and Conduct. In addition, the following are examples of good practice and of how to create a positive culture when working in ice skating:

- Always putting the welfare of each young person first, before winning or achieving goals.
- Always working in an open environment (e.g. avoiding private or unobserved situations and encouraging an open environment with no secrets).
- Building balanced relationships based on mutual trust which empowers young people to share in the decision-making process.
- Making sport fun, enjoyable and promoting fair play.
- Respect and promote the rink ice policy / ice etiquette in relation to e.g. right of way on the ice, blind spots when spinning and the use of music and music systems.
- Giving enthusiastic and constructive feedback rather than negative criticism.
- Treating all young people equally and with respect and dignity.
- Maintaining safe and appropriate boundaries (e.g. It is not appropriate for an adult to have an intimate relationship with a young person or vulnerable adult or to share a room with them).
- Keeping up to date with the technical skills, qualifications and insurance in sport.
- Ensuring that if mixed teams of skaters are taken away, they should always be accompanied by male and female staff.
- Ensuring that at competitions or residential events, adults should not enter children's rooms or invite children into their rooms unless in an emergency. If an adult is working in a supervisory capacity, they should only enter children's rooms when accompanied by another adult.
- Being an excellent role model - this includes not smoking or drinking alcohol whilst supervising children and promoting a healthy diet.
- Recognising the developmental needs and capacity of children – avoiding excessive training or competition and not pushing them against their will.
- Securing parental consent in writing to act in loco parentis, if the need arises to give permission for the administration of emergency first aid and/or other medical treatment.
- Keeping a written record of any injury that occurs, along with the details of any treatment given, which is then reported to the parents at the first opportunity.

## Relationships of trust

“The inequality at the heart of a relationship of trust should be ended before any sexual relationship begins.” *Caring for Young people and vulnerable adults and the Vulnerable Guidance for preventing abuse of trust (Home Office, 1999)*. This statement recognises that genuine relationships can occur between the different levels of participants in a group. However, appropriate boundaries should be upheld, especially when one person is aged under 18 or is considered to be a vulnerable adult. The power and influence that a member of staff, coach or volunteer has over someone attending a group or activity cannot be under-estimated. If there is an additional competitive aspect to the activity and one person is responsible for the other's success or failure to some extent, then the dependency will be increased. It is therefore vital for people to recognise the responsibility they must exercise in ensuring that they could not be considered to have abused their positions of trust.

Coaches should be careful to ensure that the appropriate boundaries remain in their working relationships between themselves and all skaters, especially those aged under 18 years. Although children aged over 16 years can legally consent to sexual activity, NISA deems this inappropriate and a matter of serious poor practice for an adult to pursue a relationship with a young person or vulnerable adult with whom they are in a position of trust. In some cases, for example teachers, 'abuse of trust' is a criminal offence (Sexual Offences Amendment Act 2000 - UK wide). Whilst the coach-athlete relationship exists, coaches should not enter into an intimate relationship with skaters aged under 18 years old, and should be aware that in some cases, such as if they have met through a coaching class, a relationship could be considered inappropriate or criminal by the statutory agencies.

## Responsibilities of coaches

**The following is a summary of the responsibilities of coaches within NISA. The full Coaches Code of Ethics and Conduct can be found in Appendix 7.**

The role of the coach within the sports of ice skating is a very important one. The coach is a mentor, a teacher and a confidante and must therefore demonstrate exemplary behaviour at all times. The Code of Ethics and Conduct outlines NISA regulations and standards of behaviour in competence and integrity. The purpose is to advise all coaches on appropriate behaviour in their work and to define the principles coaches stand for.

The following sections set out the overriding principles that coaches are expected to adhere to, so as to ensure that taking part in ice skating is a positive experience for all. Coaches have duties and responsibilities to pupils and their guardians, the sport, other coaches, the place of work and the national governing body (NISA).

### Responsibilities to pupils and their guardians:

To:

- ensure that activity is free from non-equitable behaviour
- pursue continuing education in their role and *expect and embrace change*
- create a safe, fun and productive environment
- base relationships (with young people) on openness, honesty, mutual trust and respect
- recognise and accept when to refer
- provide activities which suit both individual and group needs
- maintain confidentiality appropriately
- encourage skaters to be active learners
- be aware of the emotional, physical, intellectual and social development of their skaters.

### Responsibilities to the sport of ice skating

To:

- be aware of the influence that coaches exert
- ensure that no action on their part could be seen as inappropriate
- encourage appropriate behaviour during both training and competitions.

### Responsibilities to other coaches

To:

- develop the profession by sharing knowledge, understanding and ideas
- be honest and open in all dealings
- never attempt to solicit pupils of another coach
- avoid taking on a new skater without checking with them and (where possible) their former coach, that all debts are settled.

### Responsibilities to the place of work

To:

- avoid misrepresenting qualifications, affiliations or professional status
- report any concerns regarding health and safety to the appropriate person.

## Responsibilities to the National Governing Body (NISA)

To:

- avoid any activities that could lead to NISA being brought into disrepute
- promptly report any violations
- report any convictions
- project a favourable image of ice skating
- avoid the questioning of judges and officials other than through accepted procedures
- report violations of ethical standards through appropriate channels.

## NISA's responsibilities towards coaches

To:

- appropriately acknowledge coaches for their contribution towards a skater's progress and achievement
- act in a manner that upholds the good standing of the sport
- be open and honest and retain confidentiality
- encourage open and honest dialogue with coaches.

## Coaching ratios

Coaches working with young people should not work in isolation. It is important to have the correct level of supervision from a health and safety point of view so that coaches reduce the risk of injury to skaters and ensure adequate cover remains in case of an emergency. Good practice means at least one other adult in addition to the coach should be present at every session to supervise. The additional adults do not need to be qualified coaches as long as the ratio of coaches: skaters are met. Participants aged under 18 should not be included in staffing ratios even if they have coaching qualifications. Parents/carers should also not be included in supervision ratios unless they are acting in specific role and not solely in the role of carer.

The level of supervision should take account of the:

- ability and experience of the skaters
- age and any disabilities or special requirements of any of the young people
- activity being undertaken
- geography of the facilities being used (i.e. restricted access to rink or off-ice facility)
- 'risk assessment' of the activity and facility.

When working with groups of children under 8 years of age government guidance states clearly that there should be one supervising adult for every 6 children (Care Standards Act 2000).

When working with young people aged over 8 years old the ideal teaching/coaching ratio is one fully qualified [Level 2 or above] teacher/coach for every 15 skaters. If there is an accident or an incident which may mean a member of staff has to leave, you should ensure that there are enough people remaining to supervise the group.

A person cannot become a qualified Level 1 coach until they are 16 years old, and it is expected that the person leading the session will be at least Level 2 qualified (for which you have to be 18 years old). Young people can become involved in coaching but they should be assisting qualified coaches and not delivering sessions until they are appropriately qualified. People under the age of 18 years cannot be included in coaching ratios.



## Good practice for parents

Parents should be encouraged to accompany their children to activities, but they should **not** be included in supervision calculations unless they are present in an official volunteering role.

NISA Parents' Code of Ethics give everyone a guide to what is expected of parents if they are part of an organisation, participating in a sport, or are spectators at their child's events.

Ethics in sport are embodied in the following principles: ***respect, responsibility, fairness, caring, trustworthiness and good citizenship.***

### **The NISA Parents Code of Ethics asks the parents to respect the following guidelines:**

1. Encourage your child to skate in a safe and healthy environment.
2. Encourage good sportsmanship by demonstrating positive support for all skaters, coaches and officials.
3. Emphasise that doing one's best is more important than winning.
4. Do your best to make skating fun and remember that the child participates in sports for his/her own enjoyment.
5. Advise your child to treat other skaters, coaches and officials with respect.
6. Inform your child's coach of any physical disability that may affect the safety of the child or the safety of others.
7. Place the emotional and physical well-being of your child ahead of your personal desire to win.

## Changing room practice

Where practical, young children should be supervised at all times in the changing rooms by their parents or carers rather than by coaches or other members of staff. Young people and older children may be comfortable changing without supervision, depending on their age and confidence.

Adult staff should not change or shower at the same time using the same facility as skaters. Staff of the opposite gender should not be present whilst skaters are showering or changing. For mixed gender synchronised skating teams, separate facilities should be made available. If a young person is uncomfortable changing or showering in public, no pressure should be placed on them to do so and they should be encouraged to do this at home. If the rink has children with disabilities or children who require assistance in changing, it is advised that a family changing room is offered.

All skaters and staff should be aware that no photographic equipment (including cameras, video cameras, mobile phones) should be used in the changing room environment.

## Late collection

Late collections can present clubs and coaches with a difficult situation and Ice skating has developed guidelines for parents outlining their responsibility and the consequences of late collections. Every rink or club is advised to develop and publicise their own policy on the late collection of children. Clubs and/or coaches should make it clear that it is not their responsibility to transport children home on behalf of parents who have been delayed. Ice skating should have parental contact details and request details of an alternative contact, as

well as providing a contact number for parents to use during an activity to inform Ice skating of emergencies and possible late collections.

Ice skating will provide a timetable of activities at the beginning of a season and notify parents/carers of any changes to this timetable in writing as soon as possible. Ice skating has developed and publicised its guidelines for the late collection of young people and vulnerable adults.

All staff/volunteers in a club should be informed they should:

- attempt to contact the parent in the event of late collection;
- check the club contact for the alternative number;
- attempt to get in touch with the alternative contact;
- wait with the young person or vulnerable adult at the sport facility with other staff/volunteers or parents if possible;
- remind parents of the policy relating to late collection.

Staff/volunteers should not:

- take the young person home or to any other location;
- ask the young person to wait in a vehicle or sport facility with you alone;
- send the young person home with another person without parental permission;
- leave the young person on their own.

Any decision should not be left to one Ice skating official; at least two should be involved in deciding the best course of action

## **Photography and video guidance**

Ice skating is committed to providing a safe environment for children to participate in. Essential to this commitment is to ensure that all necessary steps are taken to prevent inappropriate images being taken or innocent images being adapted for inappropriate use.

Please note the term 'images' refers to photographs and videos captured by any device. If all clubs, coaches and individuals are aware of the potential risks, and take appropriate steps, the potential for misuse of images can be reduced. The key principles are:

- The interests and welfare of children taking part in ice skating are paramount;
- Parents/guardians and children have a right to decide if their images are to be taken, and how those images may be used;
- Parents/guardians and children should consent for images to be taken and used;
- Images should convey the best principles and aspects of ice skating, such as fairness and fun;
- Care should be taken to ensure that images are appropriate and not open to obvious misinterpretation or misuse;
- Excessive personal information accompanying images could place a child at risk.
- Images should never be taken in changing rooms;
- Images should only be taken by authorised persons, as agreed in the protocol for a particular event;
- Unsupervised access to children or one to one photo sessions should not be approved.
- All images of children should be securely stored;
- In the case of images used on websites, particular care must be taken to ensure that no identifying details facilitate contact with a child by a potential abuser.

By adopting the points highlighted in these guidelines, you will be putting into place the best possible practice to protect children wherever and whenever images are taken and stored.

These guidelines focus on the following key areas:

- The use of photographic and recording equipment at ice skating events;
- The publishing of images of young people and vulnerable adults;
- The use of video equipment as a coaching aid.

### **Taking images at Ice skating Events**

Whilst Ice skating does not want to prevent family, friends or other spectators being able to take images at ice skating events for legitimate reasons, there is evidence that certain individuals will visit sporting events to take inappropriate images of children. Anyone involved in any Ice skating activity should inform children and parents that a photographer will be in attendance at an session/event and ensure they consent to both the taking and publication of films or photographs which feature and clearly identify individuals (e.g. close ups, small group and team photos). Any concerns should be reported to Ice skating.

At all sessions/events organised by Ice skating they will:

- Display signs informing people how to register and informing them they must adhere to guidelines;
- Have the photography guidelines available for viewing;
- Obtain consent for images to be taken from young people and parents/guardians;
- Inform players and their parents/guardians that a photographer will be in attendance at an event and ensure they consent to both the taking and publication of films or photographs;
- Ensure that a system is introduced to ensure that press photographers are made aware of those children without consent for images to be taken;
- Provide a clear brief about what is considered appropriate in terms of content and behaviour;
- Do not allow unsupervised access to players or one to one photo sessions at events;
- Do not approve/allow photo sessions outside the events or at a player's home.

Ice skating recommends the use of a registration scheme for professional, amateur, student or video operators wishing to take images of children at a session or event. The following suggested wording is for displaying on signs at Ice skating sessions/events:

*In line with the recommendations in the Ice skating Safeguarding Policy, Ice skating requests that anyone wishing to engage in any video, zoom or close range photography should register their details before carrying out any such photography.*

*If parents have any particular concerns about their child being photographed or filmed they should notify the Ice skating session/event organiser.*

*Ice skating reserves the right to decline entry to any person unable to meet or abide by the conditions. If you are concerned about any photography taking place at this event, please contact Ice skating.*

### **Publishing Images guidance:**

- Ensure that when obtaining permission from the child and their parents/guardians to record images, they are aware of how the images may be used;

- **NEVER** publish personal details (email address, telephone number, address etc) of a child with their photograph;
- Only use images of players in suitable ice skating clothing;
- Try to focus on the activity rather than a particular child and where possible use images that represent all those involved in ice skating. This might include:
  - Boys and girls
  - Ethnic minority communities
  - People with disabilities
- Ensure that images reflect positive aspects of children's involvement in ice skating (enjoyment/competition etc);
- If the young people/their parents request an image is removed from a website or not used in any future publications, this request must be respected.

### **Videoring as a Coaching Aid**

Video can be a legitimate coaching aid, however if it is to be used, make sure that children and their parents/guardians have given written consent, and understand the purpose of the video. Permission should be requested from the opposition prior to filming. Make sure that the footage is then stored safely. This could be integrated into the consent section on the registration form.

### **Use of Photographic and Recorded Images When Teams are Abroad**

When age group teams play in other countries, there may not be restrictions on photography/filming. Many countries allow widespread use of cameras / video equipment in ice skating halls. Parents should be made aware of this possibility and decide whether they are content for their child to play in these circumstances

### **Appropriately qualified and vetted**

It is essential that all people working or volunteering with children are appropriately qualified and vetted. Clubs/coaches should follow a clear and safe recruitment process to include procedures such as checking documents to confirm the person's identity, obtaining references and conducting a face to face interview if possible. For all roles which are eligible, an enhanced DBS disclosure should be completed. Staff and volunteers must not commence their role until all relevant safeguarding checks are complete.

Please refer to the *Safe recruitment of staff and volunteers* guidance and flow chart below.

## Managing Challenging Behaviour

Staff/volunteers who deliver sports activities to children may, on occasions, be required to deal with a child's challenging behaviour. These guidelines aim to promote good practice and to encourage a proactive response to supporting children to manage their own behaviour. They suggest some strategies and sanctions which can be used and also identify unacceptable sanctions or interventions which must *never* be used by staff or volunteers.

These guidelines are based on the following principles:

- The welfare of the child is the paramount consideration.
- All those involved in activities (including children, coaches/volunteers and parents/carers) should be provided with clear guidelines about required standards of conduct, and the organisations process for responding to behaviour that is deemed unacceptable.
- Children must never be subject to any treatment that is harmful, abusive, humiliating or degrading.
- Some children exhibit challenging behaviour as a result of specific circumstances, e.g. a medical or psychological condition, and coaches may therefore require specific or additional guidance. These and any other specific needs the child may have should be discussed with parents/carers and the child in planning for the activity, to ensure that an appropriate approach is agreed and, where necessary, additional support provided e.g. from external agencies, Children's Social Care services.
- Sport can make a significant contribution to improving the life experience and outcomes for all children and young people. Every child should be supported to participate and, only in exceptional circumstances where the safety of a child or of other children cannot be maintained, should a child be excluded from club activities.

## Planning Activities

Good coaching practice requires planning sessions around the group as a whole but also involves taking into consideration the needs of each individual athlete within that group. As part of session planning, coaches should consider whether any members of the group have presented in the past or are likely to present any difficulties in relation to the tasks involved, the other participants or the environment.

Where staff/volunteers identify potential risks, strategies to manage those risks should be agreed in advance of the session, event or activity. The planning should also identify the appropriate number of adults required to safely manage and support the session including being able to adequately respond to any challenging behaviour and to safeguard other members of the group and the staff/ volunteers involved.

When children are identified as having additional needs or behaviours that are likely to require additional supervision, specialist expertise or support, this should be discussed with parents/carers and where appropriate young people. Ice skating will seek to work in partnership with parents/carers, and where necessary external agencies, to ensure that a child or young person can be supported to participate safely.

## Responding to Challenging Behaviour

In responding to challenging behaviour the response should always be proportionate to the actions, be imposed as soon as is practicable and be fully explained to the child and their parents/carers. In dealing with children who display negative or challenging behaviours, staff and volunteers might consider the following options:

- Time out - from the activity, group or individual work.

- Reparation - the act or process of making amends.
- Restitution - the act of giving something back.
- Behavioural reinforcement - rewards for good behaviour, consequences for negative behaviour.
- De-escalation of the situation - talking through with the child.
- Increased supervision by staff/volunteers.
- Use of individual 'contracts' or agreements for their future or continued participation.
- Sanctions or consequences e.g. missing an outing.
- Seeking additional/specialist support through working in partnership with other agencies to ensure a child's needs are met appropriately e.g. referral for support to Children's Social Care, discussion with the child's key worker if they have one, speaking to the child's school about management strategies (all require parental consent unless the child is felt to be 'at risk' or 'in need of protection').
- Temporary or permanent exclusion

The following should never be permitted as a means of managing a child's behaviour:

- Physical punishment or the threat of such.
- Refusal to speak to or interact with the child.
- Being deprived of food, water, access to changing facilities or toilets or other essential facilities.
- Verbal intimidation, ridicule or humiliation.

Staff and volunteers should review the needs of any child for whom sanctions are frequently necessary. This review should involve the child, parents/carers and in some cases others involved in supporting or providing services for the child and his/her family, to ensure an informed decision is made about the child's future or continued participation. As a last resort, if a child continues to present a high level of risk or danger to him or herself, or others, he or she may have to be suspended or barred from the group or club activities.

### **Physical Intervention**

The use of physical intervention should always be avoided unless it is absolutely necessary to prevent a child injuring themselves or others, or causing serious damage to property. All forms of physical intervention should form part of a broader approach to the management of challenging behaviour.

Physical contact to prevent something happening should always be the result of conscious decision-making and not a reaction. Before physically intervening, the member of staff or volunteer should ask themselves, 'Is this the only option in order to manage the situation and ensure safety?' It is good practice to ensure that if you have to physically intervene in a situation with a child/young person, it is in the least restrictive way necessary to prevent them from getting hurt, and used only after all other strategies have been exhausted.. Studies have shown that, where this is the case, children and young people understand and accept the reasons for the intervention.

#### **The following must always be considered:**

- Contact should be avoided with buttocks, genitals and breasts. Staff/volunteers should never behave in a way which could be interpreted as sexual.
- Any form of physical intervention should achieve an outcome that is in the best interests of the child whose behaviour is of immediate concern.
- Staff/ volunteers should consider the circumstances, the risks associated with employing physical intervention compared with the risks of not employing physical intervention.
- All forms of physical intervention should be proportionate to the behaviour of the young person and the nature of harm/damage they might cause –i.e. the minimum force needed to avert injury to a person or serious damage to property - applied for the shortest period of time.

- Staff/volunteers should never employ physical interventions which are deemed to present an unreasonable risk to children or staff/volunteers.
- Staff/volunteers shall never use physical intervention as a form of punishment.
- Physical intervention should not involve inflicting pain.
- Where children are identified as having additional needs or behaviours that are likely to require physical intervention this should be discussed with parents/carers and where necessary the club will seek advice from or to work in partnership with external agencies (e.g. Children's Social Care) to ensure that a child or young person can be supported to participate safely. This may include asking for the provision of a suitably trained support worker/volunteer or accessing staff/volunteer training in physical intervention.

Any physical intervention used should be recorded as soon as possible after the incident by the staff/volunteers involved using the Incident Report Form and passed to the home county/country Welfare/Safeguarding Lead Officer as soon as possible.

### **Views of the child**

It is clear from the accounts of children and young people that physical intervention provokes strong feelings. Children may be left physically or emotionally hurt. Even a child who hasn't directly been involved in the situation may be fearful that it will happen to them in future or have been upset by seeing what has happened to others.

A timely debrief for staff/volunteers, the child and parents should always take place following an incident where physical intervention has been used. This should include ensuring that the physical and emotional well-being of those involved has been addressed and ongoing support offered where necessary. Staff/volunteers, children and parents should be given an opportunity to talk about what happened in a calm and safe environment.

There should also be a discussion with the child and parents about the child's needs and continued safe participation in the group or activity. It is important that staff and volunteers are made aware of and understand the organisation/club's guidance about managing challenging behaviour to ensure that they are aware of ways in which they may need to intervene and are clear about the practice guidance in this area.

### **Discipline and Sanctions**

When discipline is used it should be with the clear intention of teaching or reinforcing appropriate behaviour. It must not be used impulsively, to gain power, or to embarrass or humiliate a young person.

Discipline should be used only to:

- develop a sense of responsibility for behaviour
- develop respect for others and their property
- reinforce the rules or values of ice-skating
- reinforce positive behaviour or attitudes
- reinforce awareness of health and safety aspects of the activity.

The use of sanctions is an important element in the maintenance of discipline. The age and developmental stage of the child should be taken into consideration when using sanctions. Sanctions should be fair and consistent and in the case of persistent offence, should be progressively applied. They should never be used to retaliate or to make a coach feel better. The following steps are suggested and should always be used in conjunction with the Code of Ethics and Conduct:

- rules should be stated clearly and agreed
- a warning should be given if a rule is broken

- a sanction (for example, removal from the activity for a short time) should be applied if a rule is broken for a second time.
- if a rule is broken for the third time the child should be spoken to, and if necessary, the parents/guardians may be involved
- sanctions should not be applied if a coach is not comfortable with them. If an appropriate action cannot be devised right away, the child should be told that the matter will be dealt with later, at a specified time and as soon as possible
- a child should not be sanctioned for making mistakes
- physical activity (e.g. running laps or doing push-ups) should not be used as a sanction. To do so only causes a child to resent physical activity, something that s/he should learn to enjoy throughout life
- sanctions should be used sparingly. Constant sanctioning and criticism can cause a child to turn away from sport
- once sanctions have been imposed, it is important to make the young person feel s/he is a valued member of the group again
- where relevant, some sanctions may need to be recorded and parents informed.



## Physical Contact

It is important that coaches understand these guidelines to protect their own position and the overall reputation of Ice skating. If physical contact is required, the coach should explain the nature and reason for the contact and unless the situation is an emergency, ask the child's permission. Contact should never involve touching any part of the body that could be considered sexual or could cause embarrassment or distress. Where possible, techniques should be demonstrated with another member of coaching staff.

Physical contact should be intended to meet the child's needs and not the coaches. This could include:

- demonstrating technique/developing skill
- to treat an injury;
- to try to prevent injury, accident or violence from occurring.

## Physical punishment

It is unlawful for those working with children to administer any form of physical punishment (e.g. slapping, hitting). However, on some occasions it may be necessary to physically intervene to prevent a child from:

- harming themselves;
- harming another;
- putting themselves or others at risk;
- damaging property.

## Responding to distress and success

Physical contact may occur in response to distress or success. There is no intention to prevent an adult from giving comfort to an upset child or celebrating a success, but contact should be initiated by the child and for their benefit, not the adults. A young person or coach may also want to mark a success or achievement with a hug or other gesture. Adults should use their discretion in such cases to ensure that (and what is seen by others present) is normal and natural does not become unnecessary and unjustified contact, particularly with the same young person over a period of time. It should also be considered that what an adult may feel appropriate may not be shared by a young person.

## Physical contact for medical treatment

There is no intention to prevent medical treatment which is carried out by appropriately trained or qualified practitioners. Guidelines on this include:

- Consent is obtained from parents so that staff may act in emergency situations to administer/obtain medical treatment;
- It is recommended that all treatment procedures are explained to the child and **verbal consent** is gained before they are carried out.
- It is not recommended that a child is on his/her own in a treatment room with the door closed. It is strongly recommended that all treatment procedures should be 'open' i.e. the door remains open, parents are invited to observe treatment procedures. Where strict medical confidentiality is to be observed then the parents of the child should be informed of the procedures involved;
- It is important to maintain medical confidentiality and patient dignity at all times.

In the case of a young person with a disability, specific support or assistance may be required. For those who require assistance with intimate personal care (e.g. toileting, feeding or changing) arrangements should be agreed in partnership with the child and parents, before the activity commences, to ensure that these tasks are undertaken by the child's parents or carers, rather than by Ice skating officials without the necessary training or experience.

## E-communication and Social Media

### Emails

Emails can provide an excellent opportunity to quickly disseminate information to a group of people. However there are some risks and clubs should be aware of good practice which includes:

- Language should be appropriate and professional;
- Emails should come from the same person, i.e. programme manager or head coach;
- Emails should be about legitimate Ice skating information and avoid over-familiarity;
- Ideally emails should be sent to groups rather than individual children. If communication needs to be sent to an individual child, another adult such as their parent should be copied into the message;
- For group emails, consideration should be made as to if it is appropriate to allow others access to all the recipient's email addresses by using the 'to' field or if the 'blind carbon copy' (bcc) function should be used;
- People should be given the option to opt out of receiving further emails;
- For under 16's, parental consent must be gained before collecting email addresses and parents should also be copied into the email. Parents should be able to include their own email address instead of their child's;
- For young people aged 16-18, their permission should be gained to email them and parents should be made aware that the Ice skating will be emailing their child and the reasons for this;
- If Ice skating receives any emails of concern from a young person, the Safeguarding policy should be followed;
- If a Ice skating official leaves their position, they should ensure they delete any Ice skating email addresses from their computer;
- Email addresses should not be passed on or used for other purposes without permission.

### Text messaging

The use of text messaging increases the vulnerability of both the young person and (typically) the coach. However it one of the most direct forms of communication with young people so Ice skating may decide to use text messaging.

Good practice on how to reduce the risks include:

- It should be an Ice skating decision to use text messaging, rather than a decision taken in isolation by one person;
- The content should relate solely to ice-skating and should reflect the professional relationship between coach and athlete;
- Text messages should be sent at appropriate times of the day (i.e. not overnight) and avoid language that is overly familiar or could be misinterpreted;
- Ice skating officials with access to the young people's personal contact details should be kept to a practical minimum;
- Ice skating officials should not allow anyone to use their phone to text a young person and they should not pass on young people's mobile phones numbers to other people ;
- Consent must be obtained from young people prior to sending them text messages. For under 16's, parental consent must also be obtained and parents should be given the option of also being sent the text message;
- For young people aged 16-18, their permission should be obtained before texting them and their parent's made aware;
- Ice skating should ensure that people know how to sensitively deal with concerns if they receive messages from a young person that could be considered inappropriate or concerning;

- Young people should be given the opportunity to request not to receive further messages.

### **Websites/social networking**

The internet provides an excellent opportunity to reach a wide audience at little cost. Ice skating uses the internet to publicise themselves and keep in contact with those interested in the sport. However Ice skating is mindful in how they present themselves online and the risks the internet can pose to young people if not used appropriately.

Good practice guidelines include:

- The website/profile should present a professional image, ensuring all language and content is appropriate;
- Ice skating will plan how they will manage their website/social networking profile. There should be more than one person with 'moderator' responsibilities so content can be edited/removed quickly if necessary;
- The website/profile should be regularly monitored and links reviewed regularly to ensure they are appropriate and working;
- Procedures and contact details for reporting any problems/concerns should be easy to locate;
- Contact details for the Ice skating Safeguarding lead is available and links established to help organisations such as Childline;
- If Ice skating decides to publish team/player profiles of under 18's, their and their parent's permission should be sought first;
- Permission to publish photos/videos of young people should be gained from them and their parents and follow photography guidelines in the Safeguarding Policy;
- Ice skating will avoid publishing excessive personal information of under 18's i.e. never include email address, home address, school attended etc;
- If there is a minimum age on the social networking site, Ice skating will not target young people under this age to use it;
- Parents should be encouraged to view the website/profile as well as young people;
- If Ice skating becomes aware of problems such as cyber bullying or a young person placing themselves at risk with the information they share on the internet, they will follow the set procedures for concerns or contact a help organisation for advice;
- Ice skating officials, particularly coaches, should think carefully about their personal online profiles and should not be linking them to young people's pages. Any bullying and/or abuse online will be dealt with in the same manner as offline bullying and/or abuse.

## Whistle Blowing Policy

All information received and discussed will be treated in confidence and only shared with those individuals within Ice skating who will be able to manage and resolve the situation. On occasion it may be necessary to seek advice, or inform the statutory agencies.

Coaches, officials, team mates or parents may suspect that a young person's safety and welfare are under threat, but they may not express their concerns due to fear of harassment or victimisation. In these circumstances it may be easier for them to ignore the concern, or hope someone else speaks out rather than report what may be a suspicion of poor practice.

Ice skating is committed to the highest possible standards of openness, honesty and accountability. In line with that commitment, individuals are encouraged, if they have serious concerns about any aspect of a young person's safety and welfare, to come forward and voice those concerns. ALL those involved in activity carried out under the jurisdiction of Ice skating are covered by this policy.

### Purpose

- To encourage individuals to feel confident and supported in raising concerns about the welfare of young people involved in ice skating in accordance with Ice skating's Safeguarding Policy and Code of Ethics and Conduct.
- To provide a method of raising concerns directly to the Safeguarding lead officer and to receive feedback on any action taken.
- To ensure that individuals receive a response to their concerns and that they are aware of how to pursue them if they are not satisfied.
- To reassure individuals that they will be protected from reprisals or victimisation for whistle blowing in good faith.

### Principles

This policy makes it clear that individuals **can** raise a matter of concern without fear of victimisation, subsequent discrimination or disadvantage. The policy is intended to encourage and enable individuals to raise serious concerns **within** ice skating rather than overlooking a problem or having to look outside the sport.

It is in the interest of all concerned that disclosure of potential abuse, poor practice or breaches of the Code of Ethics and Conduct are dealt with appropriately. This is essential to ensure that the welfare of children is prioritised and in the interests of all involved in ice skating.

Ice skating is committed to good practice and high standards and wants to be supportive of everyone within the ice skating community. The decision to report a concern can be a difficult one to make, not least because of the fear of reprisal from those responsible for the alleged poor practice. If an individual believes what they are saying to be true, they should have nothing to fear because in reporting their concern they will be doing their duty to the young person concerned.

Ice skating will not tolerate any form of harassment or victimisation and will take appropriate action to protect individuals when they raise a concern in good faith.

### Confidentiality

Ice skating will do its best to protect the identity of the whistle blower when they raise a concern and do not want their name to be disclosed. It must be appreciated that depending the identity of the whistle blower may be apparent or a statement by the whistle blower may

be essential as part of the evidence. Any concerns about this should be discussed when the concerns are raised.

### **Anonymous Allegations**

This policy encourages the whistle blower to put their name to their allegation, even if they do not wish this to be disclosed to other parties. It may not be possible to seek further information or provide updates if the allegations are anonymous.

### **Unfounded allegations**

If an individual makes an allegation in good faith, but it is not confirmed by the investigation, no action will be taken against them. However, if it is established that they have made malicious or frivolous allegations, or for personal gain, disciplinary action may be taken against them.

### **How to raise a concern**

The whistle blowing policy should only be followed if the person raising the concern feels unable to follow the standard reporting procedures as set out in Ice skating's Safeguarding Policy.

Individuals should raise the concern in the first instance with the Ice skating Safeguarding Lead Officer. The individual should set out the background and history of the concern, giving names, dates and places where possible and the reason why they are particularly concerned about the situation. The earlier the individual expresses the concern, the easier it is for someone to take action.

Although the whistle blower is not expected to prove the truth of an allegation, they will need to be able to explain clearly why they are concerned in order for the Ice skating S Officer to determine whether that there are sufficient grounds for taking further action.

### **How Ice skating will respond**

The action taken by Ice skating will depend on the nature of the concern. This could include informing the statutory agencies, referral to the Safeguarding Lead Officer or formation of an Ice skating Safeguarding Case Management Group.

The amount of contact between the people considering the issues and the whistle blower will depend on the nature of the matters raised, the potential difficulties involved and the clarity of the information provided. If necessary, further information will be sought from the whistle blower as part of the investigation process.

If any meeting is arranged, the whistle blower has the right, if they so wish, to be accompanied by a friend or a person of their choice who is not involved in the matter to which the concern relates.

Ice skating accepts that the whistle blower needs to be assured that the matter has been properly addressed. Subject to constraints, they will receive information about the outcomes of any investigations, and the action that is to be taken against those whose actions caused them concern. Also, if appropriate, what policy changes are to be made to minimise the possibility of a similar concern being raised in the future.

### **How the matter can be taken further**

This policy is intended to provide individuals with a way in which they can raise concerns about the safety and welfare of any young person involved in any ice skating activity. Ice skating hopes individuals will be satisfied that any safeguarding issue raised has been considered appropriately. If they are not satisfied and if they feel it is right to take the matter outside of Ice skating they should contact:

- The Child Protection in Sport Unit (CPSU);
- Their local Children's Social Care;
- Their local Police Child Protection Team.

## Bullying

A common area of abuse or harm that you may become aware of in your role, is that of bullying.

Every child has the right to participate in ice skating free from the fear of bullying. Bullying may be seen as deliberately hurtful behaviour, usually repeated over a period of time, where it is difficult for those bullied to defend themselves.

Bullying has the potential to cause permanent harm (physical, emotional or psychological). Rinks and clubs should take steps to prevent bullying behaviour wherever possible and respond to incidents when they occur. A preventative approach means that sport is playing its part to create an environment and society in which people treat each other with respect.

Bullying can take the form of:

- **verbal:** name calling, teasing, threatening, spreading rumours, sarcasm, racist taunts, homophobic bullying, graffiti and gestures;
- **physical:** hitting, kicking, punching, spitting, stealing/breaking belongings.
- **emotional:** ignoring, hurtful emails/text messages, excluding from activities, tormenting, ridiculing, humiliating.

Although anyone can be the target of bullying, victims are typically shy, sensitive and perhaps anxious or insecure. Sometimes they are singled out for physical reasons – being overweight, physically small, having a disability or belonging to a different race, faith or culture.

Bullies come from all walks of life; they bully for a variety of different reasons and may even have been bullied or abused themselves. Typically, bullies can have low self-esteem, be excitable, aggressive or jealous. Crucially, they have learned how to gain power over others.

## Identifying bullying

The competitive nature of sport can make it an ideal environment for the bully. The bully in ice skating can be:

- a parent who pushes too hard;
- a coach who adopts a 'win-at-all costs' philosophy;
- a player who intimidates;
- an official who places unfair pressure on a person;
- a spectator who shouts abuse.

The damage inflicted by bullying can frequently be underestimated. It can cause considerable distress to children, young people and vulnerable adults, to the extent that it affects their health and development or, at the extreme, causes them significant harm including self-harm or in extreme cases, suicide.

There are a number of signs that may indicate a person is being bullied:

- sudden reluctance to go to activities such as training or events that they used to enjoy or a drop off in performance/attendance;
- regularly feeling ill before training or events
- physical signs such as stomach-aches, headaches, difficulty in sleeping, bedwetting, scratching and bruising, coming home with damaged equipment or clothes
  - behavioural changes such as becoming withdrawn, anxious, clingy, depressed, tearful, aggressive, unreasonable;
  - start bullying others; a shortage of money or frequent loss of possessions.

- In more extreme cases, they might stop eating, start stammering, cry themselves to sleep, have nightmares, run away or threaten/attempt suicide.

These signs may indicate other problems or be a reaction to other events in a child or young person's life but the possibility of bullying should be considered.

### **Homophobic bullying**

Lesbian, gay and bisexual (LGB) people may face homophobic bullying. Homophobia is often driven by a lack of understanding which only serves to strengthen stereotypes and can lead to actions that cause LGB people to feel excluded, isolated or undervalued.

### **Adults bullying children or young people**

Serious cases for example if the bullying included physical abuse or racist name calling, may be considered abuse and so may be referred to the Police or Children's Social Care.

The adult should receive clear guidance on how their behaviour needs to be modified and monitored to ensure this is achieved.

### **Support for the Victim and the bully**

The bully will need support to help them realise why their behaviour is wrong and assistance to change their behaviour. NISA should involve the bully's parents and the young person's school (if appropriate) in ensuring their behaviour is improving and any problems which may have caused them to bully are being addressed.

The victim's parents should be involved and they should be supported to ensure they feel able to remain in the programme.

### **Action to Help the Victim and Prevent Bullying**

- take all signs of bullying very seriously;
- encourage all children to speak and share their concerns. Help the victim to speak out and tell the person in charge/someone in authority. Create an open environment;
- investigate all allegations and take action to ensure the victim is safe. Speak with the victim and the bully(ies) separately;
- reassure the victim that you can be trusted and will help them, although you cannot promise to tell no one else (if a young person, you should inform the bully(ies) parents);
- keep records of what is said (what happened, by whom, when);
- report any concerns to the NISA Safeguarding Lead.

### **Action Towards the Bully(ies):**

- talk with the bully(ies), explain the situation, and try to get the bully(ies) to understand the consequences of their behaviour. Seek an apology to the victim(s);
- if the bully is a young person, inform the bully(ies) parents;
- insist on the return of borrowed items and that the bully(ies) compensate the victim;
- impose sanctions as necessary;
  - encourage and support the bully(ies) to change behaviour;
  - hold meetings with the families to report on progress;
  - inform all organisation members of action taken;
  - keep a written record of action taken.

Useful websites:

[www.bullying.co.uk](http://www.bullying.co.uk)  
[www.beatbullying.org](http://www.beatbullying.org)



## Safe recruitment of staff and volunteers

All reasonable steps must be taken to ensure unsuitable people are prevented from working with young people in ice skating. Whilst there may be some reservations that volunteers could be put off by having to go through a recruitment process, it is important to ensure reasonable steps have been taken to ensure people applying for roles are suitable for that role as well as to identify unsuitable individuals. The guide below offers advice on the elements that an ideal safe recruitment practise would follow.

The following steps should be carried out:

- Planning
- Advertising
- Application Form and Self Disclosure
- Interview
- References
- DBS disclosure where appropriate
- Induction
- Monitoring and Appraisal

### Planning

Pre-application information should be written before the role is advertised and should contain:

- a job description, including roles and responsibilities;
- a person specification (e.g. stating qualifications or experience required);
- a self-disclosure form (for applicants to declare prior convictions or other potentially relevant information).

### Advertising

Advertising should reflect the:

- aims of the particular programme involved;
- key responsibilities of the role;
- level of experience or qualifications required (e.g. experience of working with young people, level two Coach qualification required);
- the club's open and positive stance on child protection and equal opportunities;
- need for a satisfactory reference/background checks (e.g. enhanced DBS disclosure).

### Applications

All applicants who will work with young people, whether for paid or voluntary, should complete a self-declaration form. If the role meets the eligibility criteria for 'regulated activity', then the form should ask if they are barred from working (including volunteering) with children.

### Interview, references and disclosure

An interview should take place for positions involving working with young people. This also provides an ideal opportunity to view certificates to confirm qualifications held.

Once a successful candidate is chosen, they should be asked to complete a self-disclosure form and offered the role subject to satisfactory references and vetting checks. A minimum of two references should be requested; ideally at least one should be associated with former work with young people.

If the role is in 'regulated activity' then an enhanced DBS disclosure with barring check must be completed. See Disclosure and Barring Service Guidance on page 4.

The same emphasis should be placed on ensuring that volunteers are vetted as for paid employees.

### **Induction**

All staff and volunteers should undergo an induction which should include:

- Information about the safeguarding policy and procedures;
- That their qualifications are substantiated (if not already completed);
- That they complete a profile to identify training needs/aspirations;
- That they are reminded that they have agreed to abide by all British Ice skating policies and procedures and they may face disciplinary action if they are broken;
- the expectations, roles and responsibilities of the job are clarified
- Mentoring where appropriate.

Checks are only part of the process to protect young people from possible abuse. Appropriate training will enable individuals to recognise their responsibilities with regard to their own good practice and the reporting of suspected poor practice/concerns of possible abuse.

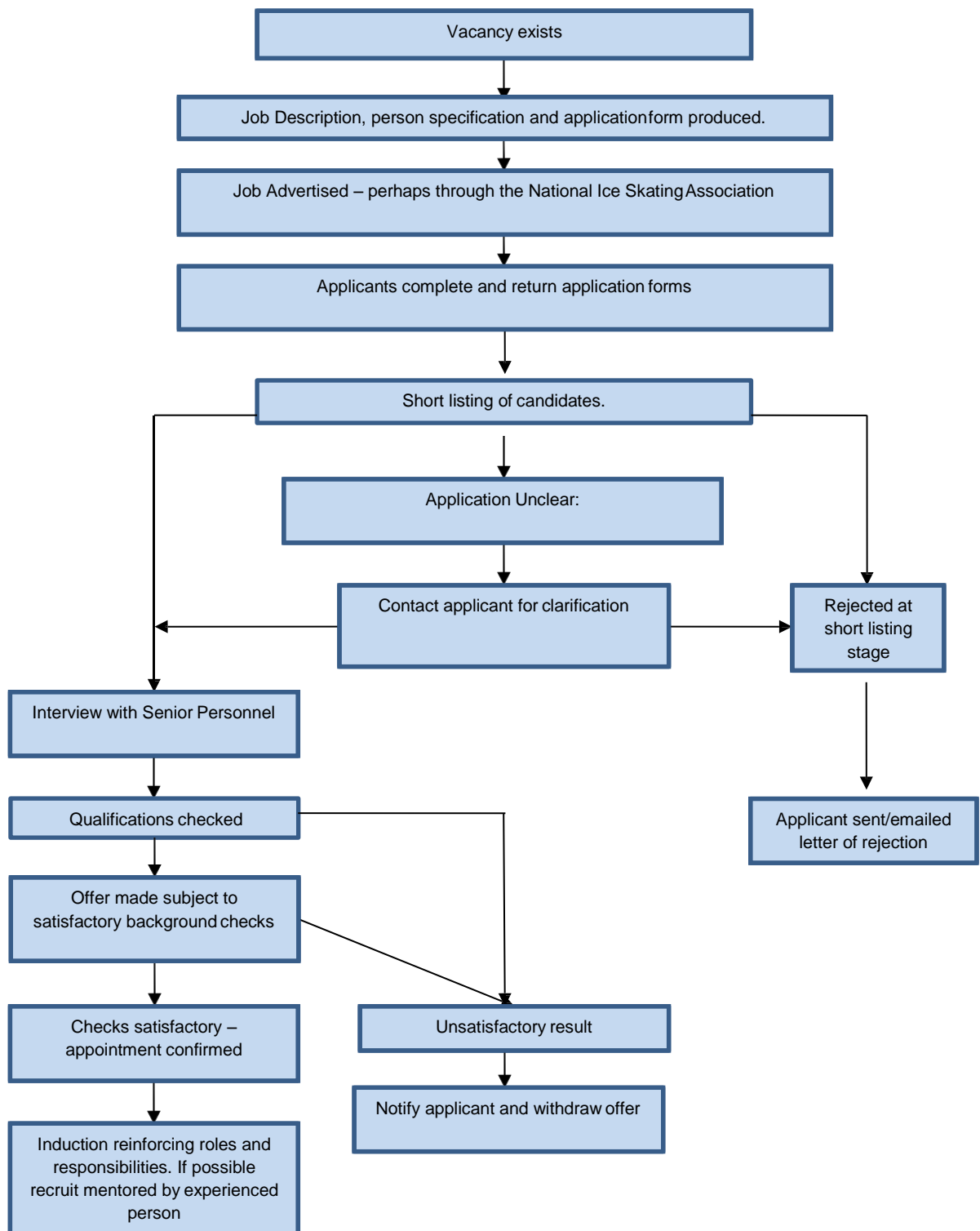
### **International Coaches**

There can be different cultural practices and behaviours around coaching in different countries. It is imperative that International coaches are given a full induction into the behaviour and conduct expected of coaches within NISA. They should also sign a Coaches Code of Ethics and Conduct.

### **Monitoring and appraisal**

At regular intervals (or following a particular programme), employees/volunteers working with young people should be given the opportunity to receive feedback or an appraisal to identify training needs and set new goals.

**Sample recruitment flowchart:**



**Please see Appendix 10 for further guidance.**

## **Away Trips and Hosting**

The nature of NISA activity will mean overnight trips including travel abroad for training camps and competitions. NISA will also host events and competitions in Great Britain that will involve young athletes from overseas.

Trips may vary from short journeys across county or they may involve more complicated arrangements often including overnight stays.

When taking a team away from the club or rink to compete, consideration and planning needs to be paramount to ensure the duty of care for children and young people is fulfilled.

Children under 10 years old will not be considered for overnight trips unless accompanied by a parent. An assessment will be made between the responsible staff for the trip, parents/Carers and the young person regarding their individual care needs and any individual support that the child may require.

Considerations that need to be taken into account when planning and taking a team or group of athletes to an away competition include:

- Staff appointments (i.e. a Level 2 or above-Head Coach supported by Assistant Coach(es) a Team Leader and identified Welfare Officer)
- Adhere to the Coach/skater ratios, 6:1
- Ensure that the group agree to act within the NISA codes of conduct
- Ensure that all staff that have responsibility for children and young people have been recruited and undertaken the appropriate risk assessments and safety checks in accordance with the NISA policies and procedures for recruiting staff and volunteers (s8)
- Ensure that risk assessments are completed correctly
- Ensure that as part of the risk assessment an emergency 'club home contact' has been identified i.e. a club member who is not travelling away, who can act as the emergency point of contact if required.
- Staff and children will sleep in separate rooms. Adults will not share rooms with children.
- Children will sleep in single sex rooms

## **Communicating with Parents/Carers**

The following information needs to be clarified and communicated to Parents/Carers when travelling to away events:

- Competition details
- The destination and venue details
- Time of departure
- Time of return
- Name of the Team Leader/Coach who is responsible for the team
- Contact details for the Team Leader/Coaches and Home Emergency contact
- Contact details and any medical information for the member of the team

- Ensure that 'Loco Parentis' forms are completed by the Parent/Carer and that the Team Leader/Coach is in receipt of this
- Pick up point
- Method of transport
- Kit requirements
- Any costs that may be incurred i.e. cost of transport, competition fee and money for refreshments

## Supervision

- All staff, paid or volunteers going on overnight trips will meet the eligibility criteria for criminal record checks and these must be completed before the trip.
- All staff within the team should be familiar with the NISA Safeguarding Policy and have signed up to the NISA Codes of Conduct, procedures and will have attended Safeguarding and Protecting Children (SPC1) training
- For single sex groups, there must be at least one same gender member of staff
- Any child not accompanied by a Parent/Carer must have a same sex member of staff available.
- All staff must adhere to the NISA Codes of Conduct and sign up to these prior to the trip. In doing so, it is important to remember that whilst an adult is responsible for a child/children there will be a 'No Alcohol Consumption' rule.

## Roles and Responsibilities

All members of staff need to have a clear knowledge and understanding of their role and responsibility for the team.

- A clear definition in regards to the role of Coaching staff – responsible for safe training and competition elements, and Team Leader (and any other staff) - taking responsibility for any other necessary support
- There needs to be a register so that head counts can be taken at any point.
- All staff must go through an introduction programme ensuring they understand:
  - The NISA policy and procedures
  - Codes of ethics and conduct
- All staff are in receipt of a full itinerary, which includes; travel arrangements, medical information and emergency contact details.

Parents and carers who do not have a designated supervising role on a trip should not be counted in supervision ratios and should not assume or be given responsibility for other children. Parents/Carers will be required to adhere and agree to the Parents/Carers Codes of Conduct.

**Please see Appendix 3 for Away trips Checklist**

## **Section 4 Appendices and templates**

### **Appendix 1**

#### **Legislation – summary**

There is a considerable body of legislation, government guidance and standards to help us protect children. Listed below is just some of the legislation which applies in England, Wales, Scotland and Northern Ireland.

#### **The United Nations Convention on the Rights of the Child (1989)**

This is an international agreement setting out the minimal standards for protecting children's rights.

#### **The Human Rights Act 1998**

The Human Rights Act came into force in 2000 and identifies the rights of adults and children, including children's rights, to be protected from harm, and reflects principles that are recognised in UK legislation and international agreements. These are described as Articles and include such matters as: the right to life; prohibition of torture, right to a fair trial, right to respect for private and family life, prohibition of discrimination and so on.

#### **The Children Act 1989**

This Act legislates for children in England and Wales.

**The Children Order (Northern Ireland)** and the **Children Act 1995 (Scotland)** legislate for children in their respective countries. They all share the same principles. Based on the belief that the state should intervene in a family's life only when a child is at risk of harm, the legislation gives the local authority the power to investigate any concerns that a child may be suffering, or is likely to suffer significant harm.

#### **The Children Act 2004**

This Act served as the legislative framework for the English government's policy initiative, *Every Child Matters* (now redundant). It is largely focused on inter-agency communication in safeguarding, improved accountability and information sharing.

#### **The Police Act 1997 and the Protection of Children Act 1999**

These Acts enable employers to check whether an employee (England and Wales) poses a risk to working with children or child or vulnerable adults. It introduced the Criminal Records Bureau.

#### **Safeguarding Vulnerable Groups Act 2006**

This established a framework for a national vetting and barring scheme to apply to people working with children or child or vulnerable adults in England, whether in a paid or voluntary capacity. It created a single Independent Safeguarding Authority to manage the controlled barring lists. It was superseded by:

#### **The Protection of Freedoms Act 2012**

This Act marked the next step in the English government's legislative programme to safeguard civil liberties and reduce the burden of government intrusion into the lives of individuals. A key area is in restricting the scope of the vetting and barring scheme for protecting vulnerable groups and makes changes to the system of criminal records checks

#### **The Disclosure and Barring Service**

From 1 December 2012 the Disclosure and Barring Service (DBS) began to carry out the functions previously undertaken by the Criminal Records Bureau and the Independent Safeguarding Authority. The primary role of DBS is to help employers in England and Wales make safer recruitment decisions and prevent unsuitable people from working with vulnerable groups including children.

#### The Data Protection Acts 1984 and 1998

These Acts relate to the recording of information, including information about children. The 1998 Act states that information must be obtained fairly and processed lawfully. The information can be shared only in certain circumstances – it has to be accurate and relevant and has to be kept securely. In certain circumstances, the Act allows for disclosure of personal information without the consent of the subject.

#### The Equality Act 2010

This Act updates, simplifies and strengthens Britain's equality laws. It introduces broadly similar provisions across all forms of discrimination – age, disability, gender reassignment, marriage and civil partnership, pregnancy and maternity, race, religion or belief, sex and sexual orientation (these are called the **protected characteristics**).

#### The Sexual Offences Act 2003

This Act is designed to protect everyone in society from sexual crimes – especially people who are particularly vulnerable to abuse, such as children and people with a mental disorder. The Act covers rape, assault by penetration, sexual assault and causing a person to engage in sexual activity without consent. It aims to make it crystal clear about what consent means, in order to establish if an offence has taken place and introduces a package of measures to give children the greatest possible protection from sexual abuse.

**No Secrets: Guidance on developing and implementing multi-agency policies and procedures to protect child or vulnerable adults from abuse (Department for Health 2000)**  
Local authorities and Boroughs are bound to follow it apart from in exceptional circumstances.

**In Safe Hands, Implementing Adult Protection Procedures in Wales Welsh Assembly Government (2000).**  
Local authorities are bound to follow it apart from in exceptional circumstances.

**Safeguarding Child or vulnerable adults – Regional Adult Protection Policy and Procedural Guidelines Northern Health and Social Services Board on behalf of the Department of Health, Social Services and Public Safety (2006)**  
Boards and Trusts are bound to follow it apart from in exceptional circumstances.

**The Adult Support and Protection (Scotland) Act 2007.**  
Local authorities are bound to follow it apart from in exceptional circumstances.

## Appendix 2

### Definitions and categories of abuse of adults at risk (England)

#### Physical abuse

Including hitting, slapping, pushing, pinching, shaking, scalding, kicking, misuse of medication, the misuse or illegal use of restraint, inappropriate sanctions, exposure to heat or cold and not giving adequate food or drink

**An example in ice skating could include physical chastisement.**

#### Psychological /Emotional abuse

Including emotional abuse, threats of harm or abandonment, deprivation of contact, humiliation, blaming, controlling, intimidation, coercion, harassment, verbal abuse, isolation or withdrawal from services or supportive networks.

**An example in ice skating could include belittling a young person, making fun of them publicly.**

#### Sexual abuse

Including rape and sexual assaults or sexual acts to which the vulnerable adult has not consented, or could not consent to was pressured into consenting.

**An example in ice skating could include inappropriate sexual behaviour towards a vulnerable young adult and/or attempting to establish a sexual relationship with them. This is known as a breach of trust.**

#### Neglect

Including ignoring medical or physical care needs, failure to provide access to appropriate health social care or educational services, the withholding of the necessities of life, such as medication, adequate nutrition and heating.

**An example in ice skating could include over-training them to the extent they become de-hydrated, or making them train on an injury.**

#### Discriminatory abuse

This exists when values, beliefs or culture result in a misuse of power that denies opportunity to some groups or individuals. It can be a feature of any form of abuse of an adult at risk, but can be motivated because of age, gender, sexuality, disability, religion, class, culture, language, 'race' or ethnic origin. It includes any forms of harassment, slurs or similar treatment.

**An example in ice skating could include persistent verbal abuse based on a person's identity or difference.**

#### Institutional abuse

This is the mistreatment or abuse or neglect of an adult at risk by a regime or individuals within settings and services that vulnerable adults live in or use, that violate the person's dignity, resulting in lack of respect for their human rights. It can occur in any setting



providing health and social care. Enquiries have revealed that it is most likely to occur when staff:

- receive little support from management
- are inadequately trained
- are poorly supervised and poorly supported in their work
- receive inadequate guidance

**An example in ice skating could include situations where a club develops an abusive or punishing culture, where staff are too scared to report it.**

All these examples are not mutually exclusive and many situations will involve a combination of types of abuse. Much abusive behaviour may constitute a criminal offence. All suspected abuse must be investigated.

## Appendix 3 Away trips checklist

### Purpose of the trip

- Competition
- Training
- Social
- Other (specify)
- Combination, please state: \_\_\_\_\_

### Planning

- When
- Where
- Who (staff / volunteers / participants)
- Risk assessment of activity

### Communication with parents

- Destination, sport and accommodation details (address / telephone)
- Name/number of lead club/school link or team manager
- Drop off/pick up times
- Transport arrangements
- Competition details
- Kit and equipment list
- Emergency procedures, home contact
- Consent form
- Information re medical conditions (including allergies) or impairments, and medication
- Code of conduct
- Safeguarding arrangements (reporting concerns, supervision etc.)
- Process for parent contacting coach or young person
- Process for young person contacting parent

### Transport

- Drop off/pick up times
- Journey times and stopping points
- Supervision
- Suitability and accessibility
- Drivers checked
- Insurance

### Accommodation

- Type (hotel, hostel, hosting, camping etc.)
- Pre-event visit and risk assessment made
- Catering, special diets, food allergies
- Suitability for group, including accessibility
- Room lists
- Supervising adults' sleeping arrangements

### **Preparing Athletes**

- Local culture, language
- Expectations on dress and behaviour
- Food and drink
- Currency
- Telephones
- Maps of area
- Safe sport away information

### **Supervision and staffing**

- Ratio of staff to athletes
- Male/female
- Cover for all in-sport and free time periods
- Specialist carers
- Clear responsibilities

### **Documentation**

- Travel tickets
- Passports, visas
- Check non EU nationals
- Accommodation and travel booking documents

### **Insurance**

- Liability
- Accident
- Medical

### **Hosting or being hosted**

- Hosts vetted
- Hosts aware of any special requirements
- Language
- Transport arrangements
- Telephone contact
- Local map and information

### **Emergency procedures**

- First aid
- Specific medical information available
- Access to and administration of medication
- Information on local emergency medical services, hospitals etc.
- EHIC European Health Insurance Card (replacement for E111) form completed (EU visits). Further information: [www.nhs.uk/Healthcareabroad](http://www.nhs.uk/Healthcareabroad)
- Details of British embassy/consulate

### **Costs and cash**

- For travel
- Payment schedule – deposit, staged payment
- Extra meals, refreshments

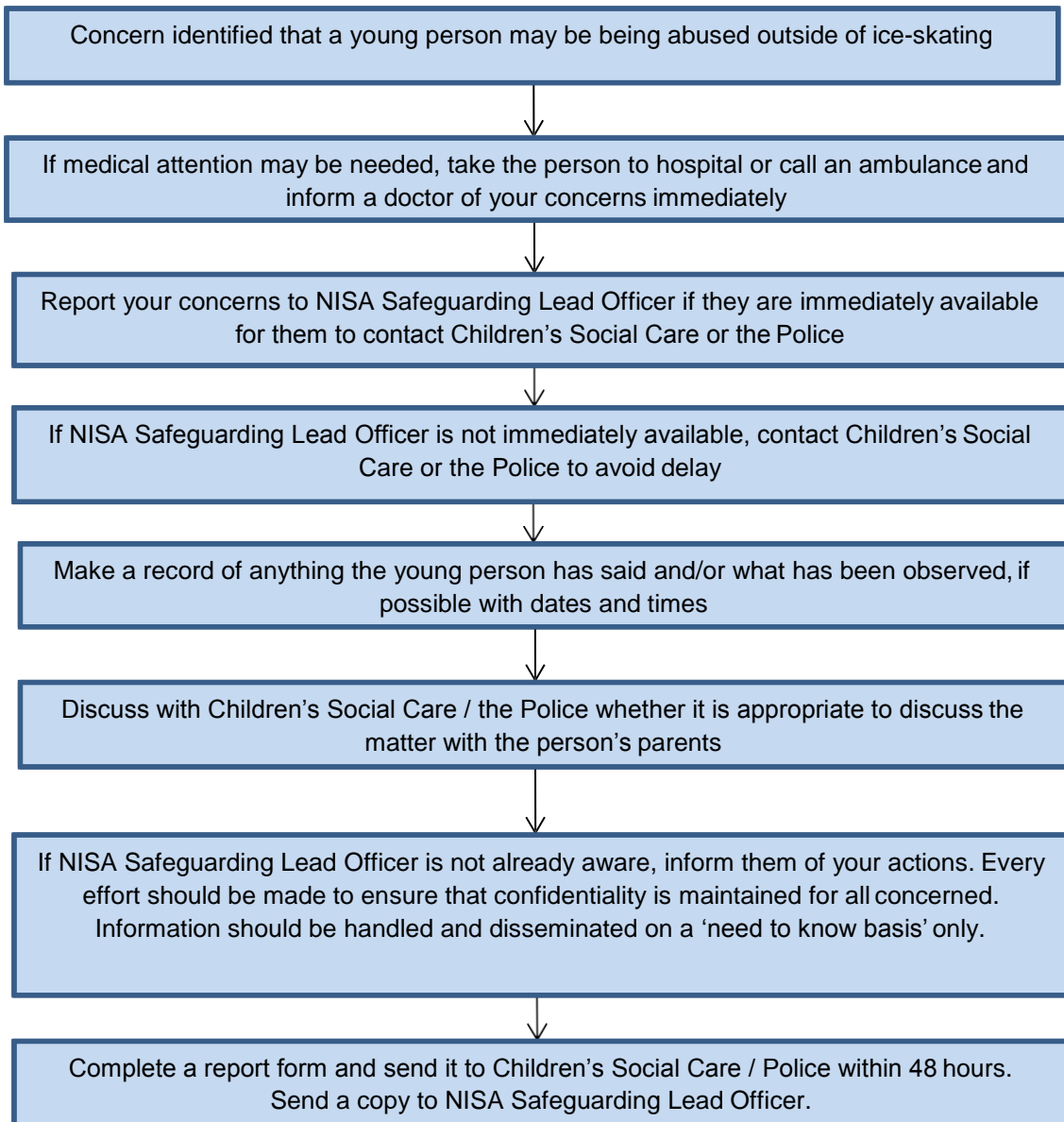
- Spending money
- Security

### **Arrival**

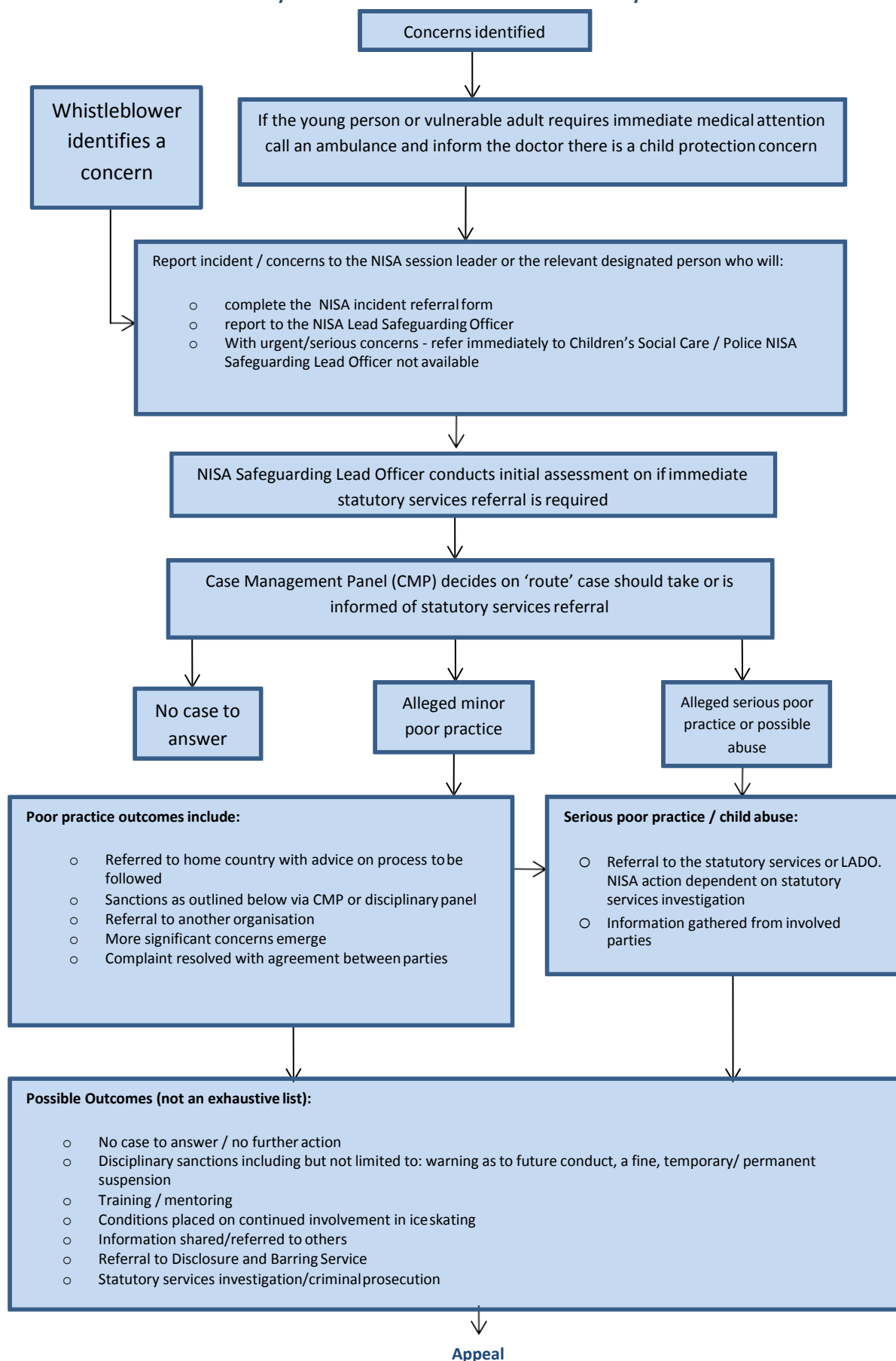
- Check rooms, meal times, phones, valuables
- Check sporting venues
- Collect in money, valuables
- Information on medications
- Arrange group meetings
- Confirm procedures with staff
- Rules(e.g. curfews)

#### Appendix 4

### What to do if you are worried that a child is being abused outside of the ice-skating environment (but concern is identified through the child's involvement in ice-skating)



## What to do if you are worried about the behaviour of anyone in NISA



## Appendix 5

The role and responsibilities of the Safeguarding Lead Officer is to:

- establish contact with the senior member of children's services in your local authority *before* an incident occurs;
- be aware of and familiar with local safeguarding boards (LSCBs in England). These (and similar committees across the UK) are the key system in every locality of the country for organisations to come together to agree on how they will cooperate with one another to safeguard and promote the welfare of children and to ensure safeguarding children remains high on the agenda across their region;
- receive and record information from staff, coaches or volunteers who have safeguarding concerns;
- assess the information promptly and carefully, clarifying or obtaining more information about the situation as appropriate; and consider other NISA policies or procedures that may be relevant;
- consult with a statutory agency such as children's social care or the police to test out any doubts or uncertainties as soon as possible;
- make a formal referral to the statutory safeguarding agency or the police without delay, ensuring referral information is confirmed (under confidential cover) in writing within one working day;
- keep relevant and senior people within NISA, particularly the chief executive, informed of any action taken and update as necessary;
- consider possible disciplinary action within NISA;
- ensure a case record is maintained of action taken, liaison with other agencies and outcome;
- deal with the aftermath of an incident within NISA, in terms of offering support to individuals;
- advise about any safeguarding child protection training needs;
- provide information and advice on child protection within NISA
- ensure relevant policy and procedures are implemented and followed;
- co-ordinate any action in relation to the safeguarding of children;
- take personal responsibility for keeping updated on new developments in the subject areas.

It is also important for the designated person to have received basic level awareness training in safeguarding children as well as specific training for the role of designated person.

## Appendix 6

### Case Management Panel (CMP) and Terms of Reference

A Case management Panel (CMP) comprises a minimum of three people, with the exact membership determined by the nature of the case and availability of members. A CMP will always involve the SLO or CEO and the other members will be drawn from:

- National Performance Director
- National Programme Manager
- Coach Development or Coach representative
- Officials representative
- National Teams representative
- Police / Social Care / LADO
- Legal advisor
- External child protection 'advisor /practitioner /expert'

Any additional persons may be called upon if the CMP feel their professional input is required.

#### Purpose

1. To make decisions as to what level each case should be dealt with.
2. To make decisions on all reported cases relating to the welfare of children, young people and vulnerable adults. These decisions will relate to the route the case will take either internally or via the external statutory agencies.
3. Monitor and review progress on all cases and to identify any trends emerging which may require a review of current policies and procedures.

#### Terms of Reference

1. All referrals of potential child abuse, child welfare, poor practice / misconduct or as a result of information received through a criminal record check (e.g. DBS) or disclosure must be reported directly to the Ice skating Safeguarding Lead Officer.
2. The Ice skating Case Management Panel (CMP) shall be appointed for each case by the Ice Skating Safeguarding Lead Officer or the National Programme Manager.
3. The persons appointed shall be suitably experienced and/or qualified and will familiarise themselves with the relevant legislation, policies and guidance.
4. The Ice skating Safeguarding Lead Officer can directly advise the Police / Children's Social Care in the event of child protection allegations deemed urgent. The National Programme Manager and CMP should then be informed.
5. The CMP will operate independently of the Ice skating Board.
6. Any person appointed to the CMP shall declare immediately to the Ice skating Head of Ice skating Operations should they discover they are connected, or have any conflict of interest in any case which would disqualify them from participation in any matters relating to that particular case.
7. All documents to be held under the management and direction of the Ice skating Safeguarding Lead Officer.
8. The Ice skating Safeguarding Lead Officer on receipt of referral will notify members of the CMP within 48 hours. Upon receipt of the allegation the CMP must have an initial discussion within 5 working days.
9. Any case involving Police, Social Care or LSCB investigation will pend the outcome of any investigation by the statutory agencies. The CMP will decide in consultation with the statutory agencies whether or not to initiate a temporary suspension.
10. In the case of information received through criminal record check (e.g. DBS) the CMP will act as per 7 above and decide on the action (or no action) to be taken. An initial discussion should be held with at least 2 members of the CMP to decide if the information could be relevant to ice skating. If either believe so, then:



- Further information gathered from individual
  - CMP meeting held
  - Decide on if temporary suspension is necessary and subsequent investigation
11. All Child Protection and Welfare matters shall be regarded as highly confidential, not for disclosure outside of the CMP unless agreed by the group in the interests of safeguarding, and in line with the Data Protection Act.
  12. Any member of the CMP who is accused of a criminal offence or poor practice misdemeanour shall be immediately suspended from his / her duties with the CMP, pending investigation. The National Programme Manager is the only person who can discharge any CMP member for whatever reason deemed inappropriate in any post connected to CMP appointment.
  13. A member appointed to the CMP may resign in writing addressed to the National Programme Manager or Safeguarding Lead Officer. In the event of a resignation the knowledge, information and case details of any case pending, completed or spent shall remain confidential with a binding and permanent obligation.
  14. The CMP may decide on the appropriate sanction, as outlined in the reporting procedures. They may also decide to refer a matter to the National Programme Manager, another Ice skating department or process, or to another organisation.

## Appendix 7

### Codes of Ethics and Conduct

This Code of Ethics and Conduct applies to all those involved in the sport of ice skating under the jurisdiction of Ice skating. All such individuals have a responsibility to act according to the highest standards of integrity, and to ensure that the reputation of ice skating is beyond reproach. NISA expects all involved with NISA activity will physically sign up to these codes of conduct and any breaches of these codes will be dealt with through the disciplinary procedures.

Ice skating is committed to maintaining the highest possible standards of behaviour and conduct at ice skating events. The following principle must be adhered to at all times so that ice skating can be enjoyed by all and is divided into the following sections:

1. Coaches
2. Athletes
3. Officials
4. Ice skating Officials
5. Parents/family
6. Spectators
7. Young people
8. National Team and Performance Centre Staff
9. Anti-Doping
10. Possible Sanctions

### General principles

All those involved in ice-skating must treat everyone equally and sensitively regardless of age, disability, gender, race, ethnic origin, cultural or social background, sexual orientation, religious belief, political affiliation or any other personal characteristic/feature. Ice skating is opposed to any form of violent, offensive or discriminatory behaviour and will act as necessary to remove individuals from ice-skating who do not abide by this Code of Ethics and Conduct.

Everyone involved in ice-skating, both adults and young people have a responsibility to treat everyone with dignity, respect, sensitivity and fairness. In particular, be aware of the special needs of young people and vulnerable adults, and recognise that some face additional barriers.

Every young person or vulnerable adult involved in the sport of ice-skating should be able to participate in an enjoyable and safe environment and be protected from abuse. Allegations of a child protection nature relating to the breaking of this Code of Ethics and Conduct must follow the reporting procedures as contained in the NISA Safeguarding and protecting young people (SPYP): policy, case management processes and procedures.

## 1. Coaches

This Code of Ethics and Conduct is an integral part of the Ice skating Coach Education Programme within which all coaches must work. It should be used in conjunction with all other Ice skating policies, procedures or recognised standards. Through this Code of Ethics and Conduct, coaches who are affiliated to Ice skating must accept their responsibility to the participants, their parents and families, to coaching and to Ice skating affiliated associations.

### All affiliated coaches agree to:

- Consider the safety and wellbeing of all individuals in their charge;
- Treat everyone with equal respect and sensitivity regardless of age, disability, gender, race, ethnic origin, cultural background, sexual orientation, religious beliefs or political affiliation;
- Ensure their behaviour is not misconstrued or open to allegations of favouritism, misconduct or impropriety;
- Follow guidance on good practice when working with young people/vulnerable adults and report any concerns for their wellbeing to the relevant authority or body;
- Uphold the appropriate boundaries in the working relationship between coach and athlete – especially when one person is aged below 18 years of age or a vulnerable adult. While the coach-athlete relationship exists, the coach is in a position of trust and as such should not engage in any intimate relationship.;
- Refrain from any rough or sexualised play with young people they are responsible for.
- Ensure that all training and playing demands are not detrimental to the wellbeing of the players and are reasonable dependent upon the age, maturity, experience and ability of the athlete;
- Ensure their competence and ability is sufficient so that the safety of athlete is not compromised:
- Encourage players to accept responsibility for their own behaviour and performance;
- Be appropriately qualified as per the requirements of the NISA Ice-skating Coach/Teacher Education Programme and regularly seek opportunities for continued professional development;
- Respect the rights of athletes to choose to decline to participate within coaching or playing situations;
- Ensure they hold NISA Ice-skating recognised qualifications and declare any affiliation, sponsorship or accreditation in a truthful and accurate manner;
- Be receptive to employing systems of evaluation that include self-evaluation and also external evaluation in an effort to assess the effectiveness of your work;
- Abide by all rules and policies of Ice skating this includes rink ice policies and / or ice etiquette.
- Promote prevention and education regarding the misuse of performance enhancing drugs and illegal substances;
- Declare to the appropriate body, any criminal convictions;
- Whilst working under the jurisdiction of Ice skating will only coach individuals that are registered / affiliated to Ice skating;
- Not attempt to exert undue influences and pressures in order to obtain personal benefit or reward;
- Must be able to recognise and accept when to refer or recommend athletes to other coaches or structures;
- Agree what information what will be treated confidentially (this does not preclude disclosure of information to persons who can be judged to have a right to know such as in matters of discipline, legal and medical requirements or where an individual's health, safety or wellbeing may be at risk);

- Communicate and co-ordinate with medical practitioners in the diagnosis, treatment and management of a players' medical/psychological problems;
- Be a positive role model;
- Project a good personal appearance of cleanliness and never smoke in the coaching environment, or coach whilst under the influence of alcohol or any other intoxicating substance;
- Never use foul, sexist or racist language or act in a violent/abusive manner;
- Refrain from undue public criticism of other coaches or event officials.

Signed..... Date.....

## 2. Ice Skaters

### All affiliated skaters agree to:

- Treat everyone with equal respect and sensitivity regardless of age, disability, gender, race, ethnic origin, cultural background, sexual orientation, religious beliefs or political affiliation;
- Treat your associates / partners, coaches, officials and judges with respect and consideration at all times - treat them as you would like to be treated;
- Not use foul, sexist, racist language or offensive gestures at any time;
- Know and abide by the rules and spirit of the sport;
- Respect and promote the rink ice policy / ice etiquette;
- Avoid violence and rough play and help injured opponents;
- Accept the decisions of the event officials without question or complaint (let your team leader or coach ask the necessary questions) and avoid words or actions which may mislead any Official;
- Abide by the instructions of the coach and officials, provided they do not contradict the spirit of this Code of Ethics and Conduct or the rules of ice-skating;
- Not attempt to improve individual performance with the use of banned substances / techniques;
- Condemn the use of recreation and performance enhancing drugs and abide by all anti-doping requirements;
- Give maximum effort and strive for the best possible performance
- Learn to accept victory and defeat with humility and dignity and without excessive emotional displays;
- Work equally hard for yourself and your associates/partners - your associates performance will benefit and so will your own.
- Be a good sport, applaud all good performances, whether by your associates or by the opponent;
- At the end of a performance / routine applaud and thank your associates / partners and the event officials.

Signed..... Date.....

### 3. Event Officials

#### All affiliated event officials must:

- Treat everyone with equal respect and sensitivity, regardless of their disability, gender, ethnic origin, cultural background, sexual orientation, religion, age or political affiliation;
- Not tolerate foul, sexist or racist language;
- Realise that Ice skating does not advise that officials travel alone with anyone under 18 years of age or a vulnerable adult to or from events. We advise you to always have another adult with you;
- Be honest, consistent, objective, impartial and courteous when applying the rules of the sport. Officials must resist any possible influence from protests on the part of participants or spectators of the event.
- Claim any affiliation, sponsorship or accreditation in a truthful and accurate manner;
- Show patience and understanding towards athletes who may be learning the sport;
- Make every effort to prepare fully for an event, both physically and mentally. On a physical level, be able to keep up with the speed of the athletes, and be alert and close enough to make correct decisions;
- Decline to be appointed to an event if not completely physically or mentally fit to participate in that event (because of illness, injury, or for family or other reasons);
- Refrain from requesting hospitality, or accept any hospitality offered and considered to be excessive;
- Have regard to protecting the skaters by enforcing the laws of the sport.
- Show due respect when speaking with participants during the event, even in the case of infringements;
- Uphold the appropriate boundaries in your working relationship with players aged below 18 years of age or a vulnerable adult. Whilst in your role as an official you are in a position of trust and as such should not engage in any intimate relationship.;
- Refrain from any rough or sexualised play with young people they are responsible for.
- In reports, set out the true facts;
- Refrain from publicly expressing any criticism of fellow officials;
- Assist with the development of those with less experience.

Signed..... Date.....

#### 4. Ice skating Officials

**All Ice skating officials agree to:**

- Treat everyone with equal respect and sensitivity regardless of age, disability, gender, race, ethnic origin, cultural background, sexual orientation, religious belief or political affiliation;
- Not use foul, sexist or racist language;
- Use your official position to take action against any athlete, coach or official who harasses, abuses or uses foul, sexist or racist language;
- Accept the responsibilities of the role that you have to set a good example of behaviour and conduct at all times and promote ethical principles;
- Ensure Ice skating follows best practice guidelines to safeguard young people and vulnerable adults;
- Ensure that proper supervision is provided by suitably qualified coaches and officials who are capable of promoting good sporting behaviour and good technical skills;
- Ensure all equipment and facilities meet safety standards;
- Resist all illegal or unsporting influences, including banned substances and techniques;
- Encourage all athletes and coaches to abide by the rules and spirit of the sport and do not manipulate the rules in order to benefit yourself personally or Ice skating;
- Show respect to match officials, coaches, athletes and others involved in the sport;
- Uphold the appropriate boundaries in your working relationship with athletes aged below 18 years of age or a vulnerable adult. Whilst in your role as an official you are in a position of trust and as such should not engage in any intimate relationship.;
- Refrain from any rough or sexualised play with young people they are responsible for.
- Do not endeavour to influence the result of a event by any actions that are not strictly within the rules;
- Remember sport is enjoyed for its own sake - play down the importance of awards;
- Always have regard to the best interests of ice-skating, including where publicly expressing an opinion of the event, others involved and any particular aspect of it;
- Avoid words or actions, which may mislead an Official and accept their decisions.

Signed.....Date.....

## 5. Parents/guardians (and other family members)

### All family/guardians of participants will:

- Teach your child to treat everyone equally and sensitively regardless of their age, disability, gender, race, ethnic origin, cultural background, sexual orientation, religious beliefs or political affiliation; gender, ethnic origin or cultural background;
- Support all efforts to remove verbal, physical and racist abuse from ice-skating;
- Not force an unwilling participant to take part in ice-skating;
- Remember that young people are involved for their enjoyment - not yours;
- Encourage all to participate within the rules and respect the event officials;
- Never ridicule or shout at a participant for making a mistake or losing a competition;
- Teach that effort and participation are as important as victory, so that the result of each competition is accepted without undue disappointment;
- Remember that young people and vulnerable adults learn best by example;
- Refrain from publicly questioning the judgement or honesty of event officials;
- Recognise the value and importance of volunteers in ice-skating. They give their time, energy and resources to provide recreational activities for others.

Signed.....Date.....



## 6. Spectators

### **All spectators of events under the jurisdiction of Ice skating will:**

- Do not use offensive, discriminatory or obscene language or gestures. Do not harass or verbally abuse athletes, coaches, officials or fellow spectators in any form;
- Treat everyone equally and sensitively regardless of age, disability, gender, race, ethnic origin, cultural background, sexual orientation, religious beliefs or political affiliation;
- Condemn the use of violence in all forms and refrain from any violent or aggressive behaviour;
- Show respect for opponents and officials. Without them there would be no competition;
- Acknowledge good performance and fair play by opponents as well as by your associates;
- Remember the skaters are taking part for their enjoyment not yours;
- Do not ridicule athletes who make mistakes;
- Do not over emphasise the importance of winning;
- On no account should you enter the rink unless authorised otherwise.

## 7. National Team and Performance Centre Staff

### **In addition to the coach's section, National and Performance Centre staff must:**

- Ensure that the pathway remains open to newly identified athletes;
- Act as an ambassador and behave in a professional manner while representing Ice skating;
- Maintain a satisfactory criminal record disclosure and undertake additional training as deemed necessary by Ice skating.

## Appendix 8

### Anti-Doping

Ice skating condemns and is totally opposed to performance enhancing and recreation drug use in the sport of ice-skating.

### **All involved in ice-skating must:**

- Familiarise themselves with the UK Anti-Doping Rules (available through the NISA and UKAD websites);
- Take sole responsibility for all foods, medications and supplements taken;
- Be aware of the implications and penalties in place for a positive doping test result;
- Be aware disciplinary action may be taken for criminal conviction for possession or use of drugs.

### Possible Sanctions

In affiliating to Ice skating, everyone agrees to abide by this Code of Ethics and Conduct and all of NISA's policies and procedures. NISA, therefore has the right to investigate and take disciplinary action against any alleged or suspected breach of this Code of Ethics and Conduct which may bring the sport of ice-skating into disrepute.

The following sanctions may be imposed on any individual or club/academy/institution: a warning; a fine; temporary or indefinite suspension from participating or attending any event under the jurisdiction of NISA

## Appendix 9

### Essential contacts

Organisation	Contact details	Website
NISA	0115 988 8060	<a href="http://www.iceskating.org.uk">www.iceskating.org.uk</a>
NISA Safeguarding	<a href="mailto:safeguarding@iceskating.org.uk">safeguarding@iceskating.org.uk</a>	
Childline	0800 1111	<a href="http://www.childline.org.uk">www.childline.org.uk</a>
NSPCC	0808 800 5000	<a href="http://www.nspcc.org.uk">www.nspcc.org.uk</a>
CPSU	0116 234 7278	<a href="http://www.thecpsu.org.uk">www.thecpsu.org.uk</a>
Other useful contacts		
LADO	Check local directory	
Police	In emergency dial 999.	
Children's Social Care	Check local directory	

## Appendix 10

### Disclosure and Barring Service Guidance

In December 2012, the Criminal Records Bureau (CRB) merged with the Independent Safeguarding Authority to become the Disclosure and Barring Service (DBS). This has led to a number of changes in terminology such as an 'enhanced CRB' becoming known as an 'enhanced DBS'.

This guidance covers:

- Eligibility to request a DBS
- New definition of 'regulated activity'
- Barred Lists
- Filtering
- Requirement to include the relevant 'Workforce'
- Single disclosure being sent to individuals only
- Update Service

### Eligibility

The DBS is an executive agency of the Home Office and can help organisations by providing access to criminal record information to be used as part of a safe recruitment process.

To request information on spent convictions, the position held must be an exempted occupation for the purpose of the Rehabilitation of Offenders Act 1974 (Exceptions) Order 1975 (as amended in 2013) by SI 2013 1198. Under the current DBS guidance this means that positions in sport fall under eligibility code 06 and are:

*'Any position which otherwise involves regularly caring for, training, supervising or being solely in charge of children'*

Therefore it would generally be expected that roles such as a Coach, Team Manager and Welfare Officer at a junior club would be eligible for a DBS, whereas administrative roles such Club Secretary, Chairperson and Treasurer would not be eligible, unless the person undertook additional responsibilities involving contact with children.

The Protection of Freedoms Act has also introduced 16 years old as the minimum age at which someone can apply for a DBS disclosure.

### Regulated Activity

Regulated activity is the term used to describe a paid or voluntary role that a person must not do if they are barred from working or volunteering with children or vulnerable adults.

One of the most significant changes introduced by the Protection of Freedoms Act 2012 is the new definition of 'regulated activity' which now takes into consideration whether an individual working or volunteering with children or vulnerable adults is adequately supervised.

The new definition of regulated activity is any role which is:

*Of a specified nature e.g. teaching, training, care, supervision, advice, treatment or transport*

**AND**

*Frequently (once a week or more) or Intensively (four times or more in a single month) or Overnight (between 2-6am)*

**AND**

*The individual carrying out the activity is unsupervised*

When deciding if a person is 'supervised' in their role, it needs to be considered if the supervision is:

- Carried out by someone who is in regulated activity
- Regular and day to day
- Reasonable in all the circumstances for the purpose of protecting children. Factors to be considered to help decide if the supervision is reasonable may include the ages and number of children involved as well as how vulnerable the children are.

For example, it is expected that all coaches of under 18s would be in regulated activity. It is important to note that it is not possible for two individuals to be classified as supervising each other, as the supervisor must be in 'regulated activity' for the supervision to be valid.

### Barred lists

The Bichard Inquiry found responsibility for deciding if a person is suitable to work with children or vulnerable adults should be managed centrally, leading to the creation of two barred lists – the Children’s Barred List and the Adult’s Barred List.

An individual might be placed on a barred list because of a conviction or caution, or because they have harmed or pose a risk of harm to a child or vulnerable adult. These decisions are legally binding and a barred person must not undertake regulated activity with the group they are barred from working/volunteering with.

The different disclosure options suitable for people working and volunteering in ice skating and the information they check are:

Enhanced DBS check	Regulated activity with children	Regulated activity with adults at risk	Regulated activity with children and adults at risk
<ul style="list-style-type: none"> <li>▪ Police national computer</li> <li>▪ Local police records</li> </ul>	<ul style="list-style-type: none"> <li>▪ Police national computer</li> <li>▪ Local police records</li> <li>▪ Children's barred list</li> </ul>	<ul style="list-style-type: none"> <li>▪ Police national computer</li> <li>▪ Local police records</li> <li>▪ Adult's barred list</li> </ul>	<ul style="list-style-type: none"> <li>▪ Police national computer</li> <li>▪ Local police records</li> <li>▪ Children's barred list</li> <li>▪ Adult's barred list</li> </ul>

The Police National Computer stores information on cautions, reprimands, warnings and convictions.

Subject to a relevancy test, the Police may also release information which is considered appropriate for disclosure such as details of a serious allegation or previous charges.

Please note the following legal requirements:

- A person who is barred from working with children or vulnerable adults will be breaking the law if they work or volunteer, or try to work or volunteer with those groups.
- An organisation which knowingly employs someone who is barred to work with those groups will also be breaking the law.
- If your club dismisses a member of staff or a volunteer because they have harmed a child or vulnerable adult, or you would have done so if they had not left, you must complete a referral to the DBS.

### DBS checks without the Barred List check

It is now also possible to complete an enhanced DBS check without checking the Barred Lists for a role which is not in regulated activity (for example because the role is always supervised) but is considered to involve 'Regular' contact with children. For NISA this would mean once per month or 6 times within a season, for example a summer or winter coaching course. There may be other roles that NISA will deem as having 'Regular' contact with children and these will be identified on a case by case basis. Where someone does meet the RA frequency criteria, but is supervised by an individual who is themselves in RA, they also will not be eligible for a Barred List check. Supervision within NISA is defined as 'being within earshot and eyesight of the individual you are supervising', in other words where the supervisor is in very close proximity to the person they are supervising and is aware of the physical and verbal interaction between them and the children for whom they are responsible.

**If you need any advice on the Barred Lists or DBS referrals, including who should be checked, please get in touch with the NISA Safeguarding Lead Officer.**

### Filtering

Following a judgment from the Court of Appeal, the DBS will now be removing certain specified old and minor information from DBS checks in a process known as 'filtering'. If a person has more than one conviction or caution, then all details will always be included and filtering will also not remove information relating to sexual, violent or safeguarding offences. More information on filtering is available on [www.gov.uk/government/publications/dbs-filtering-guidance](http://www.gov.uk/government/publications/dbs-filtering-guidance)

Please note that rather than ask about all prior offences, self-disclosure forms (which are recommended for use as part of a good recruitment process for eligible positions) should be amended to now take account of filtering and ask:

***Do you have any convictions, cautions, reprimands or final warnings which would not be filtered in line with current guidance? If you are not certain again please refer to [www.gov.uk/government/publications/dbs-filtering-guidance](http://www.gov.uk/government/publications/dbs-filtering-guidance)***

### Workforce

It is now mandatory to include the relevant 'workforce' when applying for a DBS check. This change is to give the police the information they need for their relevancy test and is used if they join the Update Service.

The relevant workforces are:

- Child Workforce
- Adult Workforce
- Child and Adult Workforce
- Other Workforce (this should not apply in ice skating as it is intended for positions that do not involve working/volunteering with children or adults e.g. security guard)

DBS applications through the online application system used by Ice skating have the default settings of enhanced with Children's Barred List for roles in the Child Workforce. DBS Verifiers can alter these settings if required.

### **Single DBS Disclosures**

From the 17<sup>th</sup> June 2013, organisations will no longer be automatically sent copies of completed DBS disclosures. This means that through the online system, Ice skating will be notified when a disclosure is issued and whether it is clear of information or not. When there is content on the disclosure, Ice skating will need to see the original disclosure to make a risk assessment on the information and decide if the individual is suitable to take up their role. The individual will be requested to supply their disclosure and advised that they may be temporarily suspended if they fail to send their disclosure, under normal circumstances, within two weeks.

### **Update Service**

NISA will be using the DBS 'Update Service', this is a facility where an individual can register (within 14 days of their disclosure being issued) so that employers can go online, with the individual's consent, to carry out a free and instant check to find out if the information released on the DBS certificate is still current and up-to-date. The service is free to volunteers but has an annual subscription cost of £13 for employees. Please note to use the DBS for other roles, they must be within the same workforce (e.g. children's) and require the same level of check (e.g. enhanced).

### **Accessing DBS checks**

Please see the dedicated DBS pages on the safeguarding section of the Ice skating website [www.iceskating.org.uk/node/6012](http://www.iceskating.org.uk/node/6012) which provides a step by step guide to the application process. .

More information on DBS checks is available on the DBS website: [www.gov.uk/dbs](http://www.gov.uk/dbs) and from the Sport & Recreation Alliance: [www.sportandrecreation.org.uk](http://www.sportandrecreation.org.uk)